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ECKERD COLLEGE  
GENERAL CATALOG 1986-88

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ST. PETERSBURG, FLORIDA

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## AN INTRODUCTION

Eckerd College, a coeducational college of the liberal arts and sciences, awards the Bachelor of Arts and Bachelor of Science degrees. It is related by covenant to the Presbyterian Church U.S.A., and fully accredited by the Southern Association of Colleges and Schools. The campus is located on 267 acres of tropical waterfront property in a suburban area of St. Petersburg, Florida.

The school was founded in 1958 as Florida Presbyterian College, and admitted its first students in 1960. In 1972 the college's name was changed to honor Jack M. Eckerd, a prominent Florida civic leader and business man whose gifts and commitments to the institution have helped to insure its continuing excellence. More than 3,000 graduates are seeking to lead lives of leadership and service in communities throughout the world.



## **ECKERD COLLEGE BASIC COMMITMENTS**

This catalog is designed to give a comprehensive picture of Eckerd College. We are proud of what we have achieved, and welcome the reader to join us in an exciting and continuing educational adventure. As you read this document, you should be aware of certain basic commitments which have guided the college's history and planning. These commitments and the efforts to achieve them have enabled Eckerd College to be distinctive among the 3,000 colleges and universities in the United States.

### **THE COMMITMENT TO INDIVIDUAL DEVELOPMENT**

The primary purpose of the educational program is to foster the personal development of each student. We seek to prepare students for the basic responsibilities of life, and especially for competent, humane leadership and service. We are vitally concerned with the development of *whole* persons, and therefore encourage the intellectual, spiritual, cultural, social, emotional and physical growth of each student. While education is a lifelong process, the Eckerd experience is designed to assist students to go beyond the limitations imposed by ignorance, narrowness, conformity, self-centeredness, and irresponsibility. Our aims are to help individuals achieve excellence in thought and conduct; and to spark their imagination about future possibilities.

### **THE COMMITMENT TO CHRISTIAN VALUES**

Eckerd College seeks to combine the Christian faith and liberal education in the belief that a Christian college is better able to contribute to individual development than any other type of college. To give focus to its Christian commitment, the college maintains an active covenant relationship with the Presbyterian Church, U.S.A.; however, the college community is not narrowly sectarian. It includes among its faculty, students and staff individuals of many denominations, faiths and points of view.

As a church-related college community, we seek to give the Christian faith a full hearing in a setting where students are free to accept or reject, but not ignore it. Confident in the belief that all truth is of God, we seek to develop an

atmosphere of free and open inquiry into all aspects of faith and knowledge. Our aim is to assist students to clarify their beliefs, assess their values, and learn to act responsibly on the basis of their convictions.

### **THE COMMITMENT OF FACULTY TO STUDENTS**

The relatively small size of the Eckerd student body allows numerous opportunities for close personal relationships between students and faculty. Each Eckerd student has a faculty academic adviser, known as a "Mentor," who seeks to facilitate the total growth of students and helps them to get the most out of their college years.

Because the faculty is committed to the primary importance of teaching, it has developed a reputation for excellence in the teaching of undergraduates. Many Eckerd College faculty members are engaged in primary scholarship and artistic creativity and wherever possible seek to involve students in these enterprises. The intention of the faculty is to provide an educational environment characterized by high expectation, personal attention and enthusiasm for learning.

### **THE COMMITMENT TO GENERAL EDUCATION**

While Eckerd College is committed to helping students develop competence in a specific field of study, it is equally committed to general education.

The general education program is designed to provide a foundation for lifelong learning by helping students to develop a love for learning, acquire an informed awareness of the major elements of their cultural heritage, explore various perspectives on the central concerns of human existence, assume increased responsibility for their own growth, and master the skills that are necessary to understand and deal with a rapidly changing and increasingly complex world.

The general education program for entering Freshmen is made up of the autumn term project, composition, computation, foreign language, and the Western Heritage sequence in the first year; one course in each of four value-oriented perspectives in the second and third year; and a course in the Judaeo-Christian perspective and an integrating issue-oriented seminar in the Senior year.

## THE COMMITMENT TO THE INTEGRATION OF LIBERAL ARTS AND CAREER PREPARATION

The commitment to individual development includes a commitment to helping students prepare themselves for a vocation. Through more than thirty formal majors and pre-professional programs, opportunities are available to develop the knowledge, skills and attitudes necessary for successful careers. In addition, through independent study and individually designed areas of concentration, students are encouraged to supplement and adapt the formal curriculum to their particular interests and aspirations.

The college recognizes that significant learning can occur in a variety of settings. Internships, jobs, and other off-campus learning experiences both in this country and abroad enable students to integrate theory and practice, and help them to clarify their values and career choices. Because they are committed to a participatory educational process, faculty engage students in the learning of science, theatre, management and other disciplines by *doing*.



The aim is to assist each student to become a self-directed, competent, humane person capable of making a significant contribution to society.

## THE COMMITMENT TO HUMAN RELATIONSHIPS IN COMMUNITY

There is a rich diversity among Eckerd College students which is educationally desirable. Students come to campus from more than 40 states and 30 foreign countries. They enroll from urban, suburban and rural areas; from developed and developing countries; and from a variety of cultural, ethnic and religious backgrounds. The cosmopolitan nature of the Eckerd campus enriches the total educational experience as students learn from each other.

Built upon this diversity is a sense of community based upon common objectives, concerns and experiences. Academic interests provide the basis for a sense of community, which is enhanced by worship, student activities, athletic events, concerts, lectures and other opportunities for shared experiences. Because most students reside on campus, they have the enriched experiences that occur when people are learning both how to learn and how to live together.

## THE COMMITMENT TO BE A PACE-SETTING INSTITUTION

Eckerd College is nationally known for pioneering new programs designed to deal directly with the varying needs of college students. It



has shown the will to improve education, and the vision and courage to take steps that will facilitate the growth of students. Many of its programs of interdisciplinary study, independent study, international education, values inquiry, and student orientation and advising have become models for other educational institutions. Within the context of its objectives as a church-related college of the liberal arts and sciences, it continues to seek better ways of meeting its commitments.

## A SHARED COMMITMENT

Every student upon entering Eckerd College is asked to sign a promise to uphold the following statement of Shared Commitment:

The choice to join the community of scholars of Eckerd College commits each student to the essential values and standards embodied in the mission and objectives of this church-related college of liberal arts and sciences. Inherent in this commitment is the responsibility:

1. To use one's abilities and opportunities to pursue personal and academic growth and excellence.
2. To exercise humanity and respect for human dignity in attitudes and relationships.
3. To conduct oneself with integrity and responsibility in academic work and as a citizen of the college community.

4. To respect the rights and property of other students and their need for an environment conducive to scholarly work.
5. To respect the rights and property of Eckerd College and to protect its reputation as a college of distinction with a student body of high quality.
6. To respect and learn from human differences and diversity of ideas and opinions.
7. To seek out opportunities for leadership and service in preparation for a life of competent giving.

Each student's commitment to these ideals obligates that student to abide by and uphold all college regulations concerning student behavior and to work with other students to prevent the following behaviors, which most seriously threaten the freedom and respect which Eckerd students enjoy:

1. Academic Dishonesty
2. Chronic Interference with the Right to Study
3. Willful Destruction of Property
4. Theft
5. Personal Violence
6. Bigotry
7. Disruptive Intoxication

Thus all students share a commitment of excellence and humanity and to the creation of a college community in which they can take pride.



# THE ACADEMIC PROGRAM AT ECKERD COLLEGE

Since Eckerd College (then known as Florida Presbyterian College) opened its doors, it has earned a reputation for creating new and better opportunities for learning. Eckerd has been consistently rated among the top ten percent of American colleges and universities.

The college looks for superior methods of educating its students, not in order to be different, but to offer a more rewarding and useful educational experience.

For example, you have probably come across such expressions as “4-1-4,” “winterim,” “mini-term,” “interim,” or “winter term.” (All of them mean essentially the same thing: separating the two terms of an academic year with a one-month period of independent study.) The winter term is an Eckerd College concept. This innovation was created and tested first on the Eckerd College campus; then other colleges found it so exciting that they adopted it.

Since the creation of the winter term in 1960, Eckerd has discovered and implemented other innovative ways of teaching. Perhaps the best way of providing you with an understanding of the Eckerd experience is to take you on a “verbal tour” of the academic program.

## THE MENTOR

Shortly after you have been accepted as an Eckerd student, you will receive material about selection of a Mentor. The original Mentor was the guide and companion of Odysseus. As you are, in a sense, embarking on your odyssey, it is fitting that you have your own Mentor.

Throughout your career at Eckerd, you will have continuing support and counsel from a faculty Mentor, who is more than the conventional faculty adviser. Mentors are faculty members who have been specially trained to help you in your academic program, career planning, and personal growth. You choose your own Mentor before you enter Eckerd, from a descriptive list of Mentors and projects. In your Freshman year you will take at least one course from your Mentor, and together you will work out the rest of your academic program for the first academic year.

When you become an upperclass student, you may choose a new Mentor — a specialist in your area of academic concentration. The two of you will continue to plan your academic

program, including independent and directed studies, internships, off-campus programs, work experience, career planning, foreign study, and the many other options that Eckerd offers.

## THE ACADEMIC CALENDAR

Eckerd College follows a modified 4-1-4 calendar. The fall and spring semesters are fourteen weeks in length, and are each followed by examination periods. Courses during the semester are offered for the full fourteen weeks, and ordinarily a full-time student will enroll for four of these courses each semester.

The three-week autumn term for Freshmen occurs prior to the beginning of the fall semester, while the four week winter term (January) falls between the two regular semesters. During these shorter terms, students will enroll for no more than one academic project at a time. This format provides for independent investigation of a topic in a concentrated manner.

## THE AUTUMN TERM

As a Freshman, you will start your Eckerd College experience in mid-August, when you enroll for autumn term. In contrast to the usual Freshman orientation of two or three days, autumn term lasts three weeks. It is designed for Freshmen only, and provides an intensive foretaste of college living and academic work.

During autumn term you will take one academic project, for credit, from your Mentor. This project is stimulating in content, teaches basic academic skills, and focuses on the interdisciplinary nature of learning. The course will give you a clear idea of what is expected of you at Eckerd. Autumn term provides an excellent opportunity for certain kinds of interest and competency testing that will allow you to begin your academic program in courses that are best suited to your current stage of development.

You will also learn a great deal about living, working and playing in a college community. The student Resident Adviser in your residence hall will be on hand during autumn term to help you make the transition into college life. In fact, the entire staff of the college and the autumn term faculty will participate with you in periods of inquiry, reflection and fun. The

sense of community that develops will assist you to take full advantage of the opportunities and resources available on campus. By the time the upperclass students return in September, you will be well established in campus life.

For more information about autumn term see page 84

## GENERAL EDUCATION

An important part of your studies throughout your career at Eckerd College will be in general education.

During your Freshman year you will take two classwide interdisciplinary courses called Western Heritage I and II that will explore the cultural riches of the past. Your discussion sections in these courses will be led by your Mentor. In addition you will be expected to demonstrate writing competency by satisfactory performance on a writing proficiency exercise; take one college level computation course or demonstrate competency by examination; and take one year of a foreign language or demonstrate competency at the first year level by examination.

During your Sophomore and Junior years you will choose four courses, one from a list of options in each of four broad perspectives on human existence: the aesthetic, cross-cultural, environmental and social relations. The courses will be distributed over four collegia so as to provide involvement with significantly different modes of inquiry.

Seniors will take a course that will focus on historical and contemporary issues from the Judaeo-Christian perspective, and a senior seminar focusing on the search for solutions to important issues that they are likely to face during their lifetimes.

## WINTER TERM

Winter term is a special four-week period in January that emphasizes independent study. You may enroll in projects designed by professors, or design your own with the sponsorship of a professor.

All winter term projects must have academic merit and are judged by rigorous standards. A typical project requires you to select a subject, gather information, organize it, and present it as a paper, a short story, a painting, a performance, or a piece of equipment. Freshmen may take a winter term in addition to autumn term, and substitute a fifth winter term for one

of the 32 courses required for graduation. The winter term in the Senior year is usually spent working on a comprehensive examination or senior thesis or project required for completion of a major.

Many colleges have followed Eckerd College's example in adopting a winter term program, making it possible to exchange students and to increase the range of projects offered. Eckerd College also cooperates with other 4-1-4 colleges in sponsoring winter term projects abroad or in major cities and interesting locations in the United States. Many winter term projects include at least eight contact hours per week, which meets the Veteran's Administration standards for full tuition benefits.

For more information about winter term see page 84

## THE COLLEGIUM CONCEPT

During the past few years, educators have become aware that the traditional division of learning into academic "departments" is not necessarily the best way to organize the educational process. Increasingly popular among colleges is the interdisciplinary major, in which the student combines courses from two or more departments to form an individual academic program. At Eckerd, we have established interdisciplinary "collegia," which encourage new combinations of studies and demonstrate the interrelatedness of knowledge.

The word "collegium" goes back to medieval days, when it meant a fellowship of equals (i.e.; persons communicating without artificial obstacles to discourse) pursuing a common objective (which in Eckerd's case is learning). The word vividly describes what we are trying to do: to bring you (the student) together with a highly knowledgeable person (the professor) in an atmosphere where you can debate freely, challenge one another's viewpoints, learn together.

In a collegium, subjects are grouped according to the intellectual discipline required to master them. You learn mathematics and physics in similar ways, for example; but you learn dance differently, and a foreign language in still another way.

Eckerd faculty members choose to affiliate with a particular collegium, depending upon their approach to their subject. You will do the same. At the end of your Freshman year you will focus upon a major or area of concentration and affiliate with the collegium that best suits your perception of that study.



Your concentration does not have to lie in a single field, such as history or biology. You can create your own concentration by combining those studies that will help you achieve your career or professional goal. For example, if you wish to become an environmental economist, you can combine economics and biology, thus creating your own concentration to fit your own goal. The collegium concept makes this interdisciplinary approach to learning a natural one that is easy to accomplish.

Eckerd sees the members of a collegium — students and faculty alike — as partners in learning. Professors bring high expectation to the learning process; students are expected to become independent learners and researchers, able to take maximum advantage of their professors' strong qualifications. Each collegium has its own decision-making group, composed of professors and students, which gives students an important voice in the academic decisions of the college.

## THE FOUNDATIONS COLLEGIUM

Eckerd College provides a special, perhaps unique, program for all Freshmen through the Foundations Collegium. This is the first-year home for students, helping them to establish a foundation for their upper-level studies. The collegium's program includes four important parts:

**1. Autumn Term.** Freshmen arrive in mid-August to take a three-week course before the opening of the fall semester early in September.

During this time, they also complete their testing, orientation, and registration. Freshmen choose from 15 projects limited to about 20 students each. The professor for that course will be the Mentor for those students.

**2. The Mentorship.** Eckerd College has expanded the notion of the academic adviser to allow more help, care, and encouragement to its students. Each Freshman has a Mentor from the faculty who helps to guide him or her through the Freshman year.

**3. Western Heritage.** All freshmen are required to take Western Heritage I (fall) and Western Heritage II (spring). These courses explore central concepts and materials of Western civilization and introduce Freshmen to the themes of Eckerd College's general education program, the aesthetic, cross-cultural, environmental, and social relations perspectives. Western Heritage courses are interdisciplinary, using lecture and discussion formats. The discussion sections are the same groups, with the same instructor, as the autumn term groups.

**4. Skills Development.** Every student must demonstrate proficiency, or take courses to develop skills, in composition, computation and foreign language. For more details see page 16 under Degree Requirements, and under Composition in the course listings. Foundations also provides a Writing Laboratory to assist students with their writing.

At the end of the Freshman year, students choose an upper-level collegium and a new Mentor; any students still unsure of what to choose can get help from the Foundations office and/or Career Counseling.



## **THE UPPER DIVISION COLLEGIA**

### **THE COLLEGIUM OF BEHAVIORAL SCIENCE**

Members of the Behavioral Science Collegium believe that the urgent problems of today — racism, environmental pollution, overpopulation, world hunger and crime — are problems of human behavior. Therefore, there is much to be gained by developing methodological and conceptual tools to better understand both individual and collective behavior. Students will take introductory courses in psychology or sociology as well as a course in statistical methods. In addition, courses are available in the fields of economics, sociology, psychology, management, political science, business administration, finance, accounting and marketing.

### **THE COLLEGIUM OF COMPARATIVE CULTURES**

The Collegium of Comparative Cultures seeks to promote an understanding of the breadth of human cultural achievements through languages, area studies, and related disciplines. The Collegium serves as both a window and a gateway to the cultures of the world: a window for those who learn in the classroom from professors who have lived and studied in other cultures; a gateway for those who wish to visit these cultures after preparatory study on campus. Language study in French, German, Italian, Japanese, Spanish, or Russian can be integrated into a major program, an interdisciplinary concentration with another discipline (such as management, political science, or comparative literature), or it may simply serve to round out a student's liberal arts program. Some students prefer to plan their studies around a particular area of the world. In such cases, the International Education office gives assistance in planning appropriate study-abroad experiences. Comparative Cultures graduates have chosen careers in teaching, interpreting, foreign service, religious vocations or international business.

### **THE COLLEGIUM OF CREATIVE ARTS**

The Creative Arts Collegium is dedicated to assisting the development of the creative nature in each person. Freedom with responsibility is found to be vital in the creative person and this

is given high priority. The Collegium has a human development section composed of psychology, human resources, leisure and recreation, and education. Also included are programs of art, music, theatre and dance, and the writing workshop. Students will be encouraged to design interdisciplinary majors, to undertake independent work, to apply knowledge in the community, and to make education exciting and enjoyable.

### **THE COLLEGIUM OF LETTERS**

The Collegium of Letters is composed of students and faculty who have in common an interest in human beings, past and present — their history, literary and artistic products, religious commitments, political involvements, and philosophical groupings. The study of who we are by looking at what we are doing and the works and institutions created by our predecessors provides the relevance, vitality, and excitement of our program. This humane interest has value in and of itself. In addition, it provides a fundamental background for a wide variety of futures — vocational or through professional and graduate schools — as the experience of our graduates attests.

### **THE COLLEGIUM OF NATURAL SCIENCES**

The Collegium of Natural Sciences brings together biologists, chemists, environmentalists, earth scientists, marine scientists, computer scientists, mathematicians, physicists, and those interested in the health professions, including medicine, veterinary medicine, dentistry and medical technology.

The major emphasis of the Collegium is on the development of the skills of observation, experimental design, problem-solving, research and the study of the principles and concepts that are necessary to successful scientific investigation. The programs in the natural sciences are geared to provide students with information and techniques that can be applied to the problems of a changing society.

## THE CO-CURRICULAR PROGRAM

Both to express and to implement the breadth of the college's educational mission, there are three co-curricular areas in which each student is expected to participate in significant ways during the undergraduate years: **service, career exploration, and physical activity.** Together, these areas of expected participation constitute the **co-curricular program**, which is intended to provide strong positive inducement for educational achievements that lie for the most part outside the formal academic curriculum, achievements that contribute directly to the college's goal of developing competent givers whose lives will be characterized by leadership and service. The expectations are as follows:

**Service.** Each student shall have and find opportunities on and off campus to engage in significant service activities that help the student to develop leadership and other interpersonal skills, make a significant contribution to the welfare of others and encourage a lifelong commitment to service.

**Career Exploration.** Each student shall have and find opportunities to explore in a systematic way the relationship of the undergraduate experience to the world of work and the student's occupational skill and interests, to apply and thus enhance acquired knowledge in career related situations, and to establish enduring beneficial relationships with persons engaged in occupations or professions related to the student's interests. Such opportunities include internships, practica, research, studio work, a variety of other practice-oriented experiences offered through the major or concentration or through other programs of the college, or self-initiated activities.

**Physical Activity.** Each student shall have and find opportunities to engage in organized or self-initiated activities that help the student to develop an awareness of the importance of physical well-being and to acquire skills that contribute to good physical condition.

Each student is free to choose the kinds of achievements and experiences that would meet each expectation. In each category, activities which are part of an approved course, or directed or independent study, may earn academic credit. An underlying expectation is that each student will come to Eckerd with the intention to develop a planned program of participation and achievement in each of the three co-curricular areas, and thus a total co-curricular program that both supplements and enlivens the classroom experience.

## The Co-Curricular Record

As a reflection of the fact that the co-curricular program is a significant dimension of the program of the college, each student has an official co-curricular record that is maintained in the Office of Student Affairs, which has primary responsibility for the co-curricular program. Entries on this record must be consistent with the categories approved by the faculty, may be made only at the student's request and with the approval of the Dean of Students, and are limited to names of activities, leadership positions held, and honors received. The intent is twofold: to enable the student to compile an official record of response to college co-curricular expectations, and to provide the student with credentials that may be used to supplement the academic transcript in application for jobs, graduate work, fellowships, and other post-graduate opportunities. Like the academic transcript, the co-curricular record is released outside the college only with the student's permission, and neither the academic transcript nor the co-curricular record makes reference to the other.



## THE ECKERD COLLEGE LIBRARY

The library supports the educational mission of the college by providing facilities, resources and services designed to enhance the student's learning experience. The primary goal of the library staff is to help students achieve competency in making use of available knowledge. In this constantly changing and increasingly complex world the ability to locate and use needed information has become a crucial skill. Instruction in the effective use of library resources begins in the Freshman level Western Heritage course and progresses through upper-class levels where students are encouraged to make use of sophisticated computer technology by searching in online databases. During all four years the emphasis is on providing, through frequent interaction between student and librarian, the personal attention that makes for a learning experience of quality.

Conveniently located in the center of campus, the library provides an open and inviting environment for study and leisure reading. Quiet carrels and carpeted lounge areas are interspersed throughout the open stack book collection. A typing room is available for those who do not have their own typewriters, and for those desiring personal copies of printed or microfilmed materials, coin operated copying machines are available.

Designed to meet the basic needs of undergraduate students, the library's book collection contains approximately 105,000 volumes. Periodical subscriptions number 900 with a total of 20,000 bound volumes. New materials designed to meet both the curricular and recreational reading needs of students are constantly being acquired and cataloged. Each year over 3000 books are carefully selected by instructors and librarians for inclusion in the collection. To augment the college's own holdings, the library participates in the Southeastern Library Network which provides computerized interlibrary loan access to several thousand libraries throughout the United States.

## SPECIAL ACADEMIC PROGRAMS

### PRE-PROFESSIONAL PROGRAMS

Eckerd College regards liberal education as essential to thorough professional training and unites a broad freedom of student choice with graduate education in a number of fields: for law and medical school, medical technology, the ministry, engineering, elementary and secondary education, management, business administration, and selected public service, human resources and community professions.

Eckerd seeks to provide pre-professional experience through intensively supervised internships rather than by professional and pre-professional courses that tend to limit the scope and quality of liberal education. The teacher education program, described immediately following, exemplifies the application of this principle. Students in management take certain specialized courses, such as accounting, and prepare themselves through internships carefully planned with the Mentor of the management program. Similarly, human relations occupations involve a thorough liberal arts base, to which are added supervised field and employment experiences designed to meet the particular interest and need of the student.





## TEACHER EDUCATION

The Eckerd College Teacher Education faculty seek to develop competent and humane leaders for the teaching profession. The Director of Teacher Education is responsible and accountable for all teacher education programs: **elementary certification, early childhood certification, secondary certification, grades 7-12, K-12 certification** in art and music. For certification requirements in these programs, see page 39 under "Education" in the course listings.

The Florida legislature has mandated entrance requirements for all teacher education programs in the State. To be eligible to apply to the Eckerd College Teacher Education program, students must have combined S.A.T. scores of 900, and both verbal and mathematics scores must exceed 450. Students must have earned a minimum grade point average of B or 2.8 on all college level work. A college level mathematics course is required also of all students.

Teacher program graduates seeking regular certification in Florida are required to pass the Florida Teacher Certification Examination and successfully complete the Florida Beginning Teacher Program. For further information about the policies and procedures for admission into the Teacher Education Program, contact the Director of Teacher Education and request a copy of **The Student Teaching Handbook**.

## HUMAN RESOURCES INSTITUTE (HRI)

Eckerd College's Human Resources Institute includes the Human Resources Management program which studies the activities by which individual organizations and societies provide the behaviors to realize their objectives; the Human Resources Measurement program which studies the processes used to evaluate human resource management and activity; and the Human Resources Association which facilitates cooperative relationships between the Institute and organizations interested in advancing human resources management and measurement research.

The Institute was initially organized at the University of Michigan in 1969 by William Pyle. It moved to Eckerd College in 1986 when Dr. Pyle joined the faculty as professor of management and Director of the Human Resources Institute. Since its inception, over one hundred Fortune 500 and other major firms in the U.S. and abroad have sought to advance personnel and human resources management and measurement research through their financial support of the Institute.

The Institute works closely with Eckerd College's academic programs including the College's concentration in Personnel and Human Resources Management by involving students in its industry research projects and encouraging its business and industry association members to provide students with work experience, internships, and career opportunities.



## **ENGINEERING AND APPLIED SCIENCE — DUAL DEGREE PROGRAM**

The engineering and applied science program is designed for students who wish to combine a broad, values-oriented knowledge base with one of many fields of engineering or applied science. Students may pursue a career in many engineering disciplines (for example: electrical, civil, chemical, industrial aerospace, textile, nuclear, biomedical or health systems), in engineering mechanics, systems engineering, or one of several other applied sciences.

Students apply to Eckerd College for regular admission and spend three years at Eckerd taking mathematics and science courses that will qualify them to enter an engineering program at the Junior level. The detailed curriculum depends on the student's choice of engineering college and specific degree program.

Upon successful completion of the three-year portion of the program (requirements of grade point average vary somewhat) and recommendation of Eckerd College, a student is admitted to an engineering college, where the dual-degree requirements may normally be completed in two years. The student is then awarded degrees from both Eckerd College and the engineering school.

At present, Eckerd cooperates in dual-degree programs in engineering and applied science with Washington University (St. Louis), Auburn University, Columbia University and Georgia Institute of Technology. Students may also apply to engineering schools with which we do not have formal agreements. Many engineering schools accept transfer students. Several such schools have supplied us with advice and information on which courses would best prepare students to transfer into engineering at the Junior level.

Due to the sequential prerequisite requirements, it is vital for dual degree candidates to obtain counseling early in their career at Eckerd College.

## **ARMY ROTC**

Eckerd College provides an Army Reserve Officer's Training Program through a cross-enrollment agreement with the University of South Florida at St. Petersburg. Students who complete the program, which consists of four courses in military science, a weekly leadership laboratory, and one summer camp, are commissioned in the United States Army. All

students may take the courses in military science for elective credit. The ROTC program is open to both men and women, and scholarships are available on a competitive basis to qualified Sophomores, Juniors and Seniors.

## **THE WRITING CENTER**

The purpose of the Writing Center is to enhance student learning by helping them to become more organized in investigating and more articulate in formulating ideas. Working closely with the Foundations Collegium, the staff and tutors of the Writing Center aid students who wish to improve writing skills and competence in research. Assistance is offered on an individual basis as well as in composition courses.

## **INTERNATIONAL EDUCATION**

Eckerd College believes that a liberally educated person should be at home in other cultures, and we try to give every student the chance to study abroad. The Eckerd College London Study Centre is permanently staffed and supervised by Eckerd faculty members; we also have semester programs in Florence, Italy, and are affiliated with the Institute for American Universities in France, and Stetson University in Spain and Germany.

### **Winter Term Abroad**

Eckerd's annual winter term offerings overseas each January are nationally recognized. Many students choose to take their winter term projects in London, and we also organize programs in locations such as Austria, Mexico, Crete, Italy, Jamaica, Russia, and the Caribbean.

### **Semester Abroad**

Varied locations and curricula provide semester opportunities for students in almost all areas of concentration. Programs are available in Florence, London, Aix-en-Provence or Avignon, Madrid, and Freiburg.

### **Year Abroad**

Eckerd has exchange arrangements with two universities in Japan: Kansai Gaidai (University of Foreign Studies) in Osaka, and Nanzan University in Nagoya.

The Office of International Education counsels with students in an effort to provide individuals with study abroad programs best suited to their particular academic needs.

## OFF-CAMPUS PROGRAMS

Our academic calendar permits off-campus study for periods of one month (January), one semester (14 weeks), and up to a full academic year. Upper-class students are encouraged to take advantage of programs and facilities not available at Eckerd through the off-campus program. It is possible to participate in group projects with a faculty leader or to contract independent studies of the student's own design. During winter term (January), group projects such as an archaeological dig in the southwest, government operations in Washington, D.C., or urban problems in Chicago are possible. Independent projects for individual students have been undertaken in industry, the Argonne Laboratories, marine research, and at an Indian reservation. The winter term, through cooperation with other schools having a similar calendar, provides for intensive projects on other campuses throughout the United States.

The Off-Campus Programs office assists students in making arrangements, preparing contracts, and providing information and ideas related to various choices. The project subject matter **must** determine the particular off-campus location chosen.

## SEA SEMESTER

Eckerd College provides an opportunity for qualified students to earn a semester of credit in an academic, scientific and practical experience leading to a realistic understanding of the sea, sponsored by the Sea Education Association, Inc.

Students spend the first half of the semester (the six-week shore component) in Woods Hole, Massachusetts, receiving instruction in oceanography, nautical science and maritime studies. They then go to sea for the second half of the semester (the six-week sea component) aboard the R/V **Westward** for a practical laboratory experience. For course descriptions see page 76. Eckerd College tuition and scholarship aid can be applied toward the cost of Sea Semester. For more information, contact the Office of International Education and Off-Campus Programs.

## INTERNATIONAL STUDENTS

Eckerd College has been committed to international education since its inception. While we continue to provide opportunities for students to enrich their education abroad (see International Education page 12) one need go no further than the campus itself to experience a truly cosmopolitan environment. The International Student Affairs office sponsors support programs and activities for students coming from more than 40 different nations to pursue a variety of studies here. There are two distinct groups of international students at Eckerd College: those who study in the English Language Service Center and those who are degree-seeking students.

These international students enrich the campus environment with their diverse cultural origins and ethnic backgrounds by providing face-to-face opportunities for cross-cultural exchange in classroom and other settings. The breadth of this experience is celebrated annually during the Festival of Cultures with exhibits, entertainment and ethnic delicacies from around the world.



## **CAREER-SERVICE PROGRAM**

A liberal education should not be considered separate from the economic, social and political realities of life. With increasing insistence, employers and professional associations are asking career-minded students to relate fundamental education in liberal arts fields to long-range plans. Further, they stress the value of a solid liberal arts background for business or professional careers.

Woven into your academic program during your four years at Eckerd is a program to help you examine your career and professional goals. The Career-Service Program offers one or more of a variety of experiences: one-to-one and group diagnostic career counseling to assist in making decisions which integrate academic programs, career planning and general lifestyle; internship and field experience placements which involve unpaid work experiences of observation either with a professional person or in a special social environment; paid work experiences related to current academic studies and long-range career goals; discipline internships such as teacher education, community studies, leisure studies, or management; and placement services to assist you in finding part-time and summer employment while in school, but primarily to enable you to select either the appropriate post-graduate education or the vocational career that fits your personal aptitudes, desires, and objectives.

## **SUMMER TERM**

The summer term is an eight-week term consisting of two four-week sessions. Courses are available in Session A, Session B, and/or through the full eight-week summer term. A preliminary announcement of courses and fees is published in early April; more detailed course descriptions are available in mid-April. Regularly enrolled Eckerd student and students enrolled and in good standing at other colleges and universities are eligible for admission. High school students who have completed their Sophomore year and present evidence (usually a recommendation from principal or counselor) of their ability to do introductory level college work, are eligible for admission with a scholarship which covers 50% of the regular tuition. Summer term rates are slightly reduced from academic year tuition levels. Students entering Eckerd in the summer with the intention of becoming degree candidates must make formal application for admission to the Dean of Admissions.

It is possible to enroll in three courses in summer term, one in Session A, one in Session B, and one through the duration of the eight-week term. Summer courses may replace courses missed during the academic year or accelerate graduation. Additional information about summer term courses may be obtained from the Dean of Special Programs.

## **PROGRAM FOR EXPERIENCED LEARNERS**

The Program for Experienced Learners (PEL) is a degree-completion program designed specifically for adult learners who are strongly motivated, yet have career or personal obligations which keep them from enrolling in a more traditional degree program. Because of the flexible and personal nature of the program, most students are able to continue working full-time while pursuing the bachelor's degree. The program is accredited by the Southern Association of Colleges and Schools and confers the same degrees which are awarded through the residential program.

PEL was founded on the belief that learning does not necessarily have to take place in a formal classroom setting. When experiential learning is relevant to academic goals, it should be recognized in a meaningful way.

PEL students have been awarded college credit for a variety of prior learning experiences including: career-oriented learning, technical training, professional development seminars and courses, community activities, volunteer work, previous college work, and other meaningful personal efforts. The main requirements are that such prior learning be comparable to college-level coursework, be well documented, and be applicable to the student's chosen degree program.

Depending upon the student's background and experience, a maximum of 27 courses could be awarded. Since the bachelor's degree requires a minimum of 36 courses, this represents a substantial savings of time and money.

## **Admissions Requirements**

Qualities such as personal commitment, perseverance and self-discipline are necessary for success in PEL.

Basically, the guidelines for admission are:

1. Applicants must be at least 25 years of age.



2. Applicants must have a high school diploma or high school equivalency diploma. College experience is desirable and transfer credit will be awarded when coursework is relevant to career goals.
3. Applicants should possess a high degree of personal motivation and sincerity. Although the program is very flexible, ultimate success will depend upon the student's own initiative and strong desire to earn the degree.

## Meeting Degree Requirements

In addition to meeting some degree requirements through experiential learning and transfer credit, other course requirements may be met in a variety of ways. PEL provides five eight-week terms at the main campus and in Clearwater during the academic year. Directed and independent study courses provide an option for PEL students in meeting degree requirements. These courses, designed by faculty members, require neither class participation nor campus residence. The student works closely with the faculty member throughout a course. Other ways of meeting degree requirements for PEL students include tutorial courses, travel/study programs, and regular campus courses.

## Major and Degrees

PEL students are awarded the same degree conferred in the residential degree program. The PEL degree preserves the basic features of the Eckerd College program by emphasizing the liberal arts as part of everyone's education, but also recognizes the importance of relating general knowledge to special career concerns.

A number of degree programs are particularly well suited to the PEL approach. Management and Business Administration concentrations can coordinate job experience with theory in the college curriculum. A major in Human Resources readily makes use of professional involvement in health services, community service, and the helping professions.

## Financial Aid

Financial aid is available to qualified PEL students. Several types of aid are available including the Pell Grant, Florida Tuition Voucher, Federally Insured Student Loan and VA benefits.

Another popular form of financial assistance is through tuition reimbursement programs sponsored by private corporations and government

agencies. Many PEL students have found that their employers are very cooperative in helping to meet their college expenses.

## For More Information

Additional information on financial aid, admissions requirements, and the Program for Experienced Learners may be obtained by writing: Program for Experienced Learners, Eckerd College, P.O. Box 12560, St. Petersburg, FL 33733. Or call: (813) 867-1166, ext. 226, and one of our counselors will be glad to help you.

# THE ACADEMY OF SENIOR PROFESSIONALS

The Academy of Senior Professionals at Eckerd College (ASPEC) is an integral unit of the college devoted to the promotion of continuing liberal education, scholarly activity, writing, study, and the development of individual or group projects of importance to members, to the college, and to the community.

ASPEC is a unique organization composed of a group of mature men and women who have had distinguished careers in education, religion, business, the arts and sciences, government service, the armed forces, medicine, dentistry, law, architecture, social services and similar professional endeavors. By means of publications, lectures, colloquia, convocations, and the like, members continue to contribute to human knowledge. Through frequent association with faculty members and with students, members contribute their knowledge and experience, and receive in return fresh viewpoints and ideas. Some ASPEC members participate in teaching, always, however, on the invitation of the faculty members concerned.

ASPEC is designed for those who wish during their retirement to expand their intellectual horizons, enrich their cultural experiences, make constructive contributions to society, or pursue their own interests in association with congenial colleagues. Although they may have retired from their careers, members are not willing to retire their minds. Within the multi-generational educational community of Eckerd College, ASPEC members continue to grow and to contribute to society and the college.

Some members reside within commuting distance of the campus. Others will live in housing

units in College Harbor, the retirement center, or in College Landings, the condominium residences now under construction on the campus. Inquiries should be addressed to: Director, Academy of Senior Professionals, Eckerd College, St. Petersburg, Florida 33733.

# ACADEMIC POLICIES

## DEGREE REQUIREMENTS

In order to graduate from Eckerd College, a student must spend at least two years, including the Senior year, in the college or in an approved off-campus program.

Any student who wishes to request an exemption from or a modification of an all-college requirement may petition the Dean of Faculty using forms available in the Office of the Registrar. Petitions must include detailed reasons for the request, and receive prior approval from the student's Mentor and collegial chairperson.

Unless modified in individual cases by action of the Educational Policy and Program Committee and the Dean of Faculty, the following requirements must be fulfilled by all students in order to qualify for formal recommendation by the faculty for the **Bachelor of Arts** degree:

1. The satisfactory completion of a minimum of 32 courses, plus an autumn term in the Freshman year and a winter term project in each subsequent year.
  - a. A Freshman may take a winter term in addition to autumn term, and substitute that winter term for one of the 32 courses.
  - b. The winter term project in the Senior year normally consists of the preparation for comprehensive examinations, theses or projects.
2. Writing competency: satisfactory performance on a writing proficiency exercise taken at the beginning of the student's first term of enrollment. Students who achieve competency on the initial exercise will be excused from the required composition courses. Students who do not satisfactorily pass the writing proficiency examination will be required to enroll in an appropriate composition course during their first term of enrollment. The proficiency requirement will be met if a student earns a grade of C or better in this course and satisfactorily

passes the proficiency reexamination at the end of the course. If competence is not achieved at the end of the first course, an additional composition course will be required in each subsequent semester until the required proficiency is achieved. (Native speakers of English may take two composition courses for credit; non-native speakers of English may take three composition courses for credit.)

3. Computation (normally in the Freshman year): one college level mathematics, computer science, formal logic or statistics course, or one course that uses the computer as a major learning tool, designated by an **M**, may be satisfied by passing an appropriate proficiency examination administered by the college.
4. Foreign language (normally in the Freshman year): one year of foreign language at the college level, or the equivalent as demonstrated by a college administered proficiency examination.
5. **Western Heritage I and II, WHF 181 and 182.** Students for whom English is a second language and who have not resided in the mainland U.S. for more than two years may substitute **WHF 183C U.S. Area Studies** for Western Heritage I, which shall also fulfill the requirement for a course within the Cross-Cultural Perspective. There is a special section of Western Heritage II for international students.
6. Four courses (normally in the Sophomore and Junior years), one each from a list of options in the following four areas: the **Aesthetic Perspective**, the **Cross-Cultural Perspective**, the **Environmental Perspective**, the **Social Relations Perspective**, distributed over four different upper division Collegia. A term of study abroad also fulfills the Cross-Cultural Perspective. Courses fulfilling these requirements are indicated by the appropriate letter following the number. See the course descriptions for a listing of these courses.
7. One course in the Senior year in the **Judaean-Christian Perspective**.
8. One senior seminar within the collegium of the student's major focussing on the search for solutions to important issues that students are likely to confront during their lifetimes.
9. The completion of a major (from the list of 35 majors formally approved by the faculty), or an independently designed area of concentration. The area of concentration must

be approved by three members of the faculty, with an approved study plan filed in the Registrar's office no later than fall semester of the Junior year.

10. The satisfactory completion in the Senior year of a comprehensive examination, thesis, or creative project in the major or area of concentration with a grade of C or better.

**Students transferring to Eckerd College as Sophomores** are considered exempt from Western Heritage, the computation and foreign language requirements. **Students transferring as Juniors** are also considered exempt from any two of the four Sophomore/Junior perspectives.

The following requirements must be fulfilled by students in order to qualify for formal recommendation by the faculty for the **Bachelor of Science** degree:

1. The satisfactory completion of the general course and all-college requirements as outlined in sections 1-10 above.
2. Completion of a major or area of concentration in one of the natural sciences or mathematics, including the satisfactory completion of at least sixteen courses in the Natural Sciences Collegium, including not more than one of the four required perspective courses.

Students majoring in the natural sciences or mathematics may earn the **Bachelor of Arts** degree by completing at least twelve but fewer than sixteen courses in the Natural Sciences Collegium, including not more than one of the four perspective courses.

For either the B.S. or the B.A. degree, students majoring in the natural sciences or mathematics may substitute specified courses outside the Collegium to satisfy the minimum requirement for courses within the Collegium. Interested students should consult their Mentors for information on gaining approval for such substitutions.

## THE HONORS PROGRAM

The Honors Program at Eckerd College provides enhanced opportunities for independent study and research to students of outstanding ability. Selected students are brought together for close interaction and advanced work, such studies receiving permanent recognition on the students' transcripts.

A special brochure is available from the Dean of Admissions concerning the four years of the Honors Program but a brief description follows. First-year Honors students meet for special sessions of the college's two Freshman core courses, Western Heritage I and II, for which an extra course credit is awarded. The second and third years of the Honors Program center around Honors courses in four areas or perspectives, these being the Aesthetic, the Cross-Cultural, the Environmental, and the Social Relations Perspectives. Seniors in the Honors Program participate in a colloquium in which they present their Senior thesis research, creative projects, or their work for comprehensive examinations.

Students normally apply to the Honors Program in the spring before their anticipated fall enrollment. A faculty committee selects students for the approximately twenty spaces available in each class, with the selection criteria including high school record, standardized test scores, and teacher recommendations. Interested students are encouraged to write the Dean of Admissions for additional information.



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## MAJOR AND AREAS OF CONCENTRATION

At Eckerd College efforts are made to tailor programs of study to the particular needs and interests of individual students. To help guide students with the selection of courses, the faculty has approved a number of disciplinary and interdisciplinary **majors**. In most cases, the faculty members associated with each major have prescribed minimum course require-

ments for the major. Brief descriptions of majors are included under each discipline heading in the course description section of this catalog. Students desiring more specific information about major programs should consult their Mentors, collegial chairpersons and discipline coordinators. A list of the faculty-approved majors follows.

American Studies	Elementary Education	International	Philosophy
Anthropology	Environmental Studies/	Studies	Physics
Business Administration/	Earth Sciences	Literature	Political Science
Management	French	Management	Psychology
Biology	German	Marine Science	Religious Studies
Chemistry	History	Mathematics	Russian Studies
Comparative Literature	Human Resources	Modern Languages	Sociology
Computer Science	Humanities	Music	Spanish
Creative Writing	International	Philosophy/	Theatre
Economics	Business	Religion	Visual Arts

Students desiring to design their own programs of study are encouraged to develop an individualized **area of concentration** in cooperation with their Mentors. The proposed plan of study must ultimately be approved and have identified with it a specific committee of at least

three faculty members. The approved study plan must be filed in the Registrar's office early in the Junior year. A major or concentration may require no more than 12 courses in one discipline, and no more than 16 courses altogether.

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## ACADEMIC CREDIT

Credit toward a degree is awarded for satisfactory course completion, independent study projects, directed study programs, academic work certified by another accredited degree-granting institution, and proficiency demonstrated by examination.

Ordinarily credit is earned by **course completion**. A normal full-time academic load is eight courses plus an autumn term in the Freshman year and eight courses plus a winter term project in each subsequent year.

Credit may be earned through **independent study** by students who exhibit both the self-discipline and mastery of the methodologies demanded by the subject matter selected by the student. An independent study project is designed by a student in consultation with the professor who is to supervise and evaluate the work. An academic contract, drawn in advance, specifies the subject and method of inquiry, the texts, the purpose of the project, and the basis of evaluation and credit. Each contract must be approved by the Director of Independent Study. Independent study options are available for both on and off-campus opportunities. Freshmen are not permitted to

take off-campus independent studies. Independent study forms are available from the Registrar.

Provision is also made for credit by **directed study**. Both independent study and directed study require advance planning by the instructor and student. While initiative rests with the student for design of independent study, in directed study the instructor is responsible for supplying a syllabus which defines the program. Directed study syllabi are available from the Registrar.

Credit is granted by **transfer** from accredited degree-granting institutions, up to a limit of 16 courses, plus one autumn and one winter term. A student entering Eckerd College should request that a transcript of work done in other institutions be sent to the Registrar. When the transcript has been evaluated, the applicant is notified of the credit accepted by transfer. Eckerd College students who wish to enroll for part of their programs at other institutions should have the approval in advance of their Mentors, appropriate discipline faculty, and the Registrar. For more information on transfer credit, please see page 92.

Credit for **demonstrated proficiency** is awarded when a student applies for it with the

Registrar and successfully completes appropriate examinations. **College Level Examination Programs** are recognized for both advanced placement and academic credit. For more information on CLEP, see page 93

The college recognizes that many experiences outside the classroom may contribute to a student's program. Internships, participation in community projects, and field experience may be accorded credit if closely coordinated with the student's academic program. Such experience ordinarily constitutes a part of a regular course or independent study project.

## THE GRADING SYSTEM

The standard grading system of the college is **A** (Superior Work), **B** (Good Work), **C** (Satisfactory Work), **D** (Poor Work), and **F** (Unacceptable Work). All courses in which a grade of **C** or higher has been earned shall count toward fulfilling degree requirements. A course in which a **D** grade is earned may fulfill degree requirements only when a grade of **B** or higher is earned in another full course.

A grade of **I (Incomplete)** indicates that all course requirements are not complete by the end of the term and that, in the judgment of the instructor, extension of deadline is appropriate. Unless an earlier deadline is set by the instructor, a student will have thirty days into the next regular semester to complete the required work. If the work is not completed by that time, or the shorter deadline imposed by the instructor, the **Incomplete** will automatically become an **F**.

In case of formal voluntary withdrawal before

the end of the eighth week of a semester, a grade of **W** is recorded. If withdrawal occurs after that point, a grade of **F** is recorded. A **W** that results from an involuntary withdrawal must be validated with the Registrar at the time of withdrawal or as soon thereafter as possible.

A **Credit/No Credit** grading option is available in each course/project for students who are at least second semester Freshmen. Students desiring this grading option must petition for the approval of the course instructor, the Mentor, and the Educational Policies and Program Committee. Petitions must be submitted prior to the beginning of a semester or term. Grades of **Credit** and **No Credit** cannot be subsequently changed to letter grades.

All grades are reported to students and entered on the official record of the college. Grades of **F** will not be removed from the transcript. A notation will be recorded on the transcript of any substitute grade earned. Students may not repeat a course for credit unless they receive a **D**, need to repeat the course in order to progress in sequence, and have the approval of the instructor and academic dean.

**Grade reports** are mailed to students and parents/guardians after January 15 for the autumn term and fall semester; after June 15 for the winter term and spring semester.

## CLASS ATTENDANCE

Students are expected to attend all classes in courses for which they are registered. There is no college-wide attendance requirement, but individual instructors may impose attendance requirements in particular courses.



# **STANDARDS OF SATISFACTORY ACADEMIC PROGRESS**

## **NORMAL PROGRESS**

Normal progress toward graduation is the completion of four courses each semester and a short term each year with grades of C or better.

## **ACADEMIC REVIEW COMMITTEE**

At the close of each semester the Academic Review Committee shall review the progress of every student who fails a course, receives a **voluntary** withdrawal (referred to hereafter by W), has more D than grades of B or better, is on academic probation, or is otherwise identified as not making satisfactory academic progress. Mentors, instructors and student personnel staff may be consulted. The Committee may place on probation or dismiss any student who in its judgment is not making satisfactory academic progress. In making such judgments the Committee shall be guided by the following standards and notify the Financial Aid office of each financial aid recipient affected.

## **PROBATION**

A student who accumulates two or three F grades, or a combination of F and W grades that results in falling behind normal progress by two to five courses, or one more D than B or better grades, shall be placed on academic probation.

Students placed on academic probation shall be notified of this action by the Academic Review Committee and advised of how to remove the probationary status.

Students may enroll in up to four courses per semester during the probation period.

Students **admitted on probation** may have no more than two F or W grades in their first semester and must have at least one C or better in order to enroll for a second semester.

## **SUBJECT TO DISMISSAL**

A student who accumulates four F grades, or a combination of F and W grades that results in falling behind normal progress by six courses, or four more D than B or better grades, in addition to being placed on probation, shall be

notified that he or she is subject to dismissal for any additional F, D or W.

Students may enroll in up to four courses per semester while subject to dismissal.

## **SUSPENSION FROM EXTRACURRICULAR ACTIVITIES**

A student placed on probation or subject to dismissal as a result of F and W grades for a second consecutive semester, or as a result of D grades for a fourth consecutive semester, shall be suspended from participation in college sponsored extracurricular activities, and the directors of the activities notified, so that the student may devote full time to study.

## **REMOVAL FROM PROBATION**

Probationary status shall remain in effect until the student completes four courses in Eckerd College in one semester with C or better grades and the overall number of B or better grades at least equals the number of D grades.

## **DISMISSAL**

A student who accumulates five or more F grades, or a combination of F and W grades that results in falling behind normal progress by seven courses or more, or five or more D than B or better grades, shall be dismissed for at least one semester.

Students dismissed for academic reasons shall be notified in advance of the next regular semester by the Academic Review Committee. This notice shall also advise the student whether and, if so, when and how to be considered for readmission.

To apply for readmission after dismissal, a student should write to the Dean of Students, who shall obtain the approval of the Dean of Faculty as chair of the Academic Review Committee before authorizing readmission.

## **SECOND DISMISSAL**

A student who is readmitted after having been dismissed for a limited period of time for academic reasons shall be admitted on probation, but shall be dismissed again if he or she accumulates an additional two F grades, or a combination of F and W grades that results in falling behind normal progress by more than two courses, or three more D than B or better grades.

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## SUMMARY OF ACADEMIC REVIEW COMMITTEE CATEGORIES

### **Probation:** any one of the following

- 2 or 3 F grades
- F and/or W grades that result in falling behind by 2 to 5 courses
- 1 to 3 more D than B or better grades

### **Subject to Dismissal:** any one of the following

- 4 F grades
- F and/or W grades that result in falling behind by 6 courses
- 4 more D than B or better grades

### **Dismissal:**

- 5 F grades
- F and/or W grades that result in falling behind by 7 courses
- 5 more D than B or better grades

### **Second Dismissal:** any one of the following

- Additional: 2 F grades
  - F and/or W grades that result in falling behind by 3 courses
  - 3 or more D than B or better grades
- 

## WITHDRAWALS

Withdrawal from the college at any time is official only upon the completion of the withdrawal form available in the Registrar's office. Requests for readmission following withdrawal should be sent to the Dean of Students. Students may withdraw to enroll in another college for courses not available here but important to the student's total program. Such courses may be transferred upon the student's return, but must be approved **in advance** by the Mentor, discipline faculty and Registrar. Students requesting a withdrawal should consult with the Registrar.

## THE DEAN'S LIST

The Dean's List is published following the fall semester and the spring semester and includes students who completed four courses with a grade point average of 3.75. Students with incomplete grades at the time of publication are not eligible.

## HONORS AT GRADUATION

Eckerd College awards diplomas with honors to a few students in each graduating class. Criteria are entirely academic and include performance in courses, independent study and research, and on the comprehensive examination, thesis or project. Accomplishment in the complete college program is honored rather than in a major, concentration, or discipline alone. The Honors/Awards Committee calls for nomination for honors from individual faculty members. Honors are conferred on recommendation of the committee.

## REGISTRATION

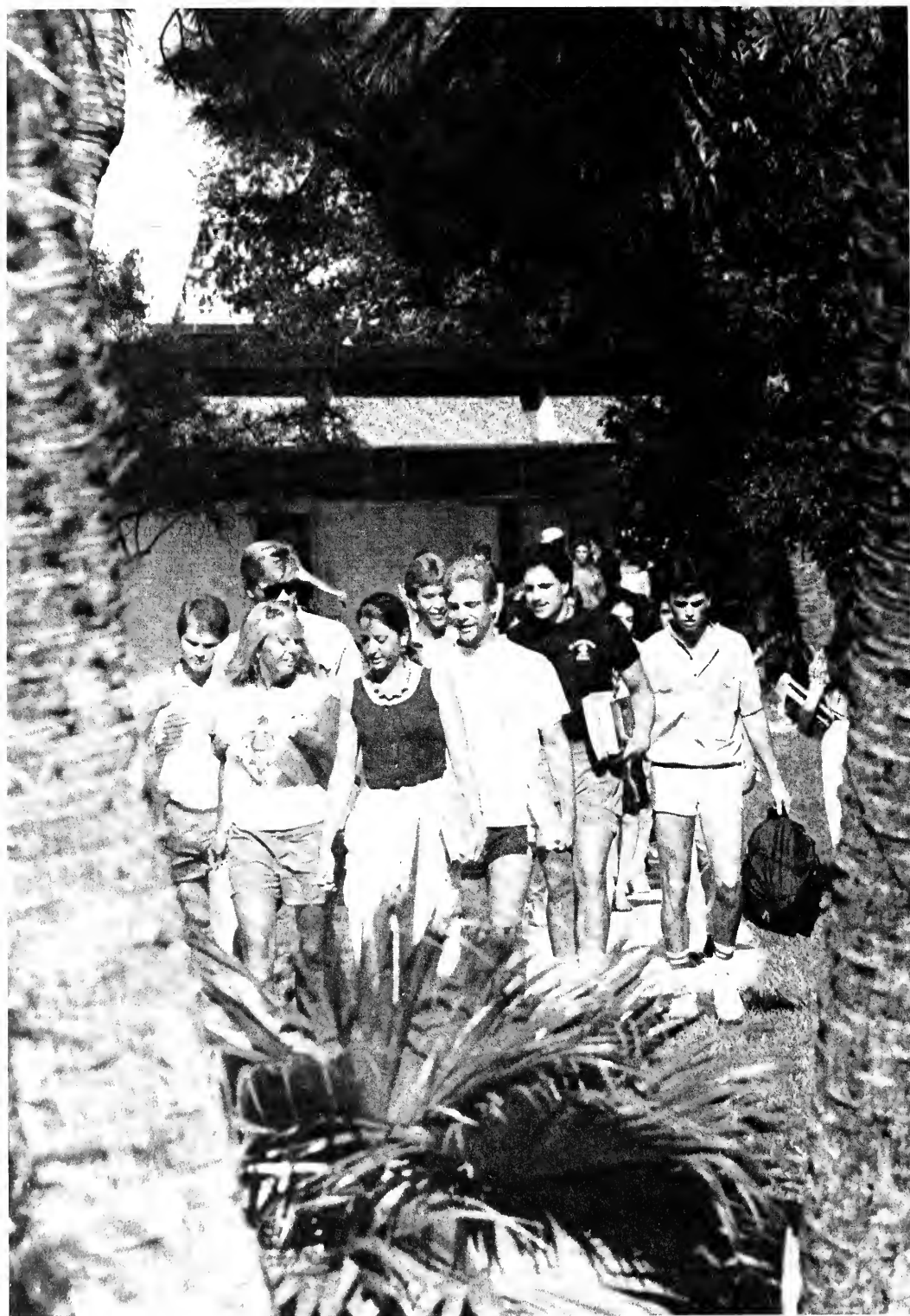
Registration dates are listed in the calendar at the back of this catalog. Upon completion of procedures as outlined in registration materials, the student's registration is approved by the business office and the Registrar. Students who preregister late will be charged a \$30 fee. Proof of payment must accompany the registration.

All courses for which the student wishes to register for credit must be listed on the official registration form. **The student is responsible for every course listed and can receive no credit for courses not listed on this form. After registration day, official changes in study lists may be made only through official drop/add cards approved by the instructors whose courses are involved. Unless a course is officially dropped, a grade of F will be incurred if the student fails to meet the obligations of the course.** No course may be added after the drop/add deadlines which are printed in the calendar in the back of this catalog.

## AUDITORS

Any regularly registered full-time student may audit a course without fee, subject to permission of the instructor. Part-time students or students not registered for credit may attend courses as auditors subject to formal permission of the instructor and payment of an auditor's fee of \$230. Entry is made on the student's permanent record concerning audited classes. A course taken for audit may be changed to credit with the instructor's permission, if the change is filed with the Registrar by the end of the eighth week of a semester.







# DESCRIPTIONS OF COURSES AND MAJORS

(Alphabetically by Discipline)

## Meaning of Letters and Numbers

1. The **first two letters** indicate the discipline offering the course.
2. the **third letter** indicates the collegium. **A**-Creative Arts; **L**-Letters; **C**-Comparative Cultures; **B**-Behavioral Science; **N**-Natural Sciences; **F**-Foundations; **I**-International (offered abroad).
3. Interdisciplinary courses are indicated by the collegial designations: **CRA**-Creative Arts, **BEB**-Behavioral science, **CUC**-Comparative Cultures, **LTL**-Letters, **NAN**-Natural Sciences, **FDF**-Foundations, **INI**-a course offered abroad.
4. The **first digit** of the three numbers indicates the level of the course: 1 and 2 indicate a course at the Freshman or Sophomore level; 3 and 4 indicate a course at the Junior or Senior level.
5. The **second and third digits** are used at the discretion of the collegium.  
**331-332** indicates Special Topics  
**410** indicates a Senior Seminar  
**498** indicates Comprehensive Examination  
**499** indicates Senior Thesis or Project
6. **Perspective courses** are indicated by **A**-Aesthetic, **C**-Cross-Cultural, **E**-Environmental, **S**-Social Relations after the digits. **JCP** indicates Judaeo-Christian Perspective. Courses which meet the computation requirement are indicated by **M** after the digits.

The required four different perspective courses must be taken in four different collegia.

Opportunities for independent study are available in all collegia. Independent study contracts are negotiated between the student and the faculty sponsor. Independent study contract forms are available in the Registrar's office.

Directed studies are listed in this course atlas. Copies of directed study syllabi are available in the Registrar's office. Some directed studies are available through the Program for Experienced Learners only. Please consult the PEL Director for a list of these.

An academic minor is an option available to all students. The academic minor shall consist of five courses from a single discipline, to be determined by the discipline.

## ACCOUNTING

An accounting concentration may be elected by a student as a skill area within the management major. Students electing accounting as a skill area within the management major must meet the requirements for the Management program. See **Management** for descriptions of those requirements and courses, page 58

## AESTHETIC PERSPECTIVE COURSES

Courses in this perspective are designed to provide an introduction to a major area of artistic endeavor. Whether in creative expression or aesthetic appreciation, all focus on providing students with the ability to make informed value judgments in the artistic area under consideration.

### ANC 383A Primitive and Folk Art

For description see **Anthropology**, page 26

### **ARA 329A The Art Experience**

For description see **Art**, page 28

### **ARI 321A Art Patronage in London**

For description see **London Offerings**, page 57

### **CRA 201A Triartic Aesthetics or Understanding the Arts**

*Profs. Richard Rice, Arthur Skinner*

Immersion in the performing and visual arts of the Tampa Bay area, and an exploration of the creative process from the perspective of artist, performer, and audience. Field trips.

### **CRA 202A Literature and Vocation**

*Prof. Sterling Watson*

Moral, ethical and religious questions in working life, as seen in the novel. Discussion of the books with practitioners of the professions who will speak from professional experience.

### **CRA 225A Multimedia Studies in Aesthetics**

*Prof. Joan Epstein*

What does a Mass sung in a Gothic cathedral, or an avante garde music drama, mean? Fundamentals of art criticism applied to various "multimedia" phenomena; aesthetic theories extracted. Permission of instructor required.

### **CRA 384A 20th Century American Women in the Arts**

*Prof. Nancy Corson Carter*

Values and traditions affecting American women artists from 1935 to the present. Examine works by women in dance, visual arts, prose, poetry, film, photography, etc. Offered alternate years.

### **HIC 244A Cultural History of Russia**

### **HIL 248A History and Appreciation of Modern Painting**

### **HIL 341A Medieval-Renaissance Art and Architecture**

For descriptions see **History**, page 47

### **LIA/L 103A Readings in Poetry, Fiction and Drama: An Introduction**

### **LIL 210A Literary Themes: Literature as Human Experience**

### **LIL 211A Literature for Life**

### **LIL 222A American Literature II**

### **LIA 225A Modern American Poetry**

### **LIA/L 226A Literary Genres: Short Novel**

### **LIA 227A Contemporary Fiction, Contemporary Issues**

### **LIL 239A English Literature: 1800 to the Present**

### **LIA 240A Literature and the Erotic**

### **LIA 241A Great American Novels**

### **LIA 250A Children's Literature**

### **LIA 281A The Rise of the Novel: Western Narrative I**

### **LIA 282A The Modern Novel: Western Narrative II**

### **LIL 305A Women as Metaphor: Investigating our Literary Heritage**

### **LIL 325A Men and Women Together: Examining our Literary Heritage**

### **LIA 350A Modern American Novel**

### **LI/THA 362A Film and Literature**

### **LIA 380A Images of the Goddess**

### **LIA 382A Contemporary American Poetry**

For descriptions see **Literature**, page 53

### **MUA 226A American Music and Values**

For description see **Music**, page 66

### **PLL 261A Philosophy and Film**

### **PLL 263A Aesthetics**

For description see **Philosophy**, page 67

### **REL 342A Literature of the Bible**

For description see **Religious Studies**, page 75

### **THA 102A The Living Theatre**

### **THA 202A Improvisation**

### **THA 322A Communication Arts and Persuasion**

### **TH/LIA 362A Film and Literature**

### **THA 363A Ensemble Theatre**

### **THA 370A Scenic Design**

### **THA 381A Seminar in Theatre: Theory and Value**

For descriptions see **Theatre**, page 81

### **THI 365A Theatre in London**

For description see **London Offerings**, page 58

## WWA 302A Rhetoric of Film

For description see **Creative Writing**, page 35

## AMERICAN STUDIES

A broad, interdisciplinary major in American civilization built around the core disciplines of history, political science and literature. The program may also include courses in such fields as philosophy, religion, art, economics and sociology. The student's program, developed in consultation with the Mentor and supervised by a three-member faculty committee, should form a consistent pattern of courses in American culture and institutions. The program will include a minimum of ten courses, with at least five from one discipline and at least three from a second discipline. Six of the ten courses must be beyond the introductory level. One of the following seminars, which also meet the **Social Perspective** course requirement, should be included in the major.

### AML 306S American Myths, American Values

*Prof. William McKee*

Myths in American history, literature and religion which shape Americans' understanding of their identity and history.

### AML 307S Rebels with a Cause: Radicals, Reactionaries and Reformers

*Prof. Carolyn Johnston*

Reform and radical ideology of the 19th and 20th centuries. Populism, progressivism; nationalist, civil rights, peace, feminist movements.

### AML 308S Becoming Visible: Sex, Gender and American Culture

*Prof. Carolyn Johnston*

Changing perspectives on what it means to be male or female in the U.S. Historical origins and sources of values concerning masculinity and femininity.

### AML 309S the American Industrial State

*Prof. William McKee*

Historical development of the American corporation, organized labor, changing patterns of business leadership, growth of regulatory function, roles of business, labor and government.

## ANTHROPOLOGY

The major in anthropology is designed to help students acquire the basic perspective and understanding of the field, as well as proficiency in applying the anthropological viewpoint to the world in which they live. Requirements for the major include successful completion of five core courses: Introduction to Anthropology, Research Methodology, Anthropological Theory, Physical Anthropology, and a choice of either Linguistics, Applied Anthropology, or Introduction to Field Archaeology, plus successful completion of four other courses and one winter term in anthropology. Students who intend to pursue graduate studies in anthropology are strongly advised to take course work in the areas of statistics, language studies, history, sociology and psychology. Independent and directed study courses in various areas of anthropology are normally available each academic year. Anthropology majors are strongly encouraged to participate in one or more overseas study experiences during their four years at Eckerd College.

Requirements for the minor include successful completion of any five anthropology courses.

### ANC 201S The Anthropological Experience: Introduction to Anthropology

*Prof. Dudley DeGroot*

Concepts and viewpoints of contemporary anthropology through multimedia investigation: slides, films, elementary field experience.

### ANC 202 Introduction to Field Archaeology

*Prof. Dudley DeGroot*

Participation in a field experience. Prerequisite: 201S or permission of instructor.

### ANC 205 Peasant Cultures

*Prof. Hendrick Serrie*

Case studies of peasant villages, efforts at modernization and the role of peasants in 20th century revolutions. Offered every third year.

### ANC 207C Chinese Communist Society

*Prof. Hendrick Serrie*

Family, child-raising, position of women; nurseries, schools, clinics; Revolutionary Committees. China's politics since the death of Mao.

## **ANC 208 Human Sexuality**

*Prof. Dudley DeGroot*

Sexuality as symbolically invested behavior, and its consequences in cultural, social and personal dimensions.

## **ANC 226 American National Character**

*Prof. Hendrick Serrie*

Observations of foreigners, including de Tocqueville, Gorer, Henry, Hsu, Mead, Reisman, offer insights into customs and attitudes of Americans. Exercises in ethnographic observation. Offered every third year.

## **ANC/LIL 230 Linguistics**

For description see **Literature**, page 53

## **ANC 250/1 (Directed Study)**

### **The Endless Journey: An Introduction to Anthropology I, II**

*Prof. Dudley DeGroot*

Basic concepts, theoretical viewpoints and research techniques of contemporary anthropology.

## **ANC 286C Cultures of Africa**

*Prof. Dudley DeGroot*

Africa's geography, topography and cultural patterns: politics, economics, language, adaptation. Comparisons of cultural heritages for selected societies. Prerequisite: Sophomore or higher.

## **ANC 305S Culture and Personality**

*Prof. Hendrick Serrie*

Major theoretical and conceptual tools utilized by anthropologists in the study of personality in culture; data-gathering techniques. Offered every third year.

## **ANC 330 Physical Anthropology**

*Prof. Dudley DeGroot*

Evolution and fossil hominids (apes and men). Laboratories focus on anthropometric techniques. Controversies engendered by modern anthropological studies. Prerequisite: 201 or permission of instructor.

## **ANC 333 Making a Mirror for Man: An Introduction to Anthropological Research Methodology**

*Prof. Dudley DeGroot*

Design and implementation of different types of research modes. Field work projects.

## **ANC 334C Applied Anthropology**

*Prof. Hendrick Serrie*

Application of anthropology in business, industry, rural development programs, foreign and domestic governmental agencies. Ethical/moral problems. Field projects. Offered alternate years.

## **ANC 335 Cultural Ecology**

*Prof. Dudley DeGroot*

Relationships between environment and cultural systems.

## **ANC 336 Ethnic Identity**

*Prof. Hendrick Serrie*

Role of ethnic identity in nationalism, non-assimilation of minorities, intercultural understanding, communication and interaction. Offered every third year.

## **ANC 350 (Directed Study) Introduction to Museum Work**

*Profs. Elisa Hansen, Hendrick Serrie*

Hands-on experience with artifacts, cataloging, restoring and cleaning, designing and constructing an exhibit based on research. Minimum 120 hours. Prerequisite: at least one anthropology course and consent of instructor.

## **ANC 383A Primitive and Folk Art**

*Prof. Hendrick Serrie*

Primitive cultures through the perspective of art and anthropology. Styles, functions and broader cultural contexts. Offered alternate years.

## **AN/MNC 385C The Cultural Environment of International Business**

*Profs. Hendrick Serrie, Joseph Bearson*

Challenge of conducting business operations successfully in a cultural environment distinct from one's own.

## **ANC 436 Anthropological Theory**

*Prof. Hendrick Serrie*

Schools of thought on evolution, diversity, diffusionism, culture and personality. Prerequisite: one course in anthropology or sociology. Offered alternate years.

## **ANC 483 Culture From the Inside Out**

*Prof. Dudley DeGroot*

Values, perceptions, feeling states and deeply rooted assumptions central to experiencing and understanding any culture.

**GEC 250 (Directed Study) Geography****GEC 350 (Directed Study) World Regional Geography**

For description see **Geography**, page 44

**CUC 282C East Asian Area Studies****CUC 388C Sino-Soviet Conflict**

For descriptions see **Cross-Cultural Perspective Courses**, page 36

**ART**

Programs in visual arts are individually designed with a Mentor. Every program must include Visual Problem Solving and Basic Drawing and two courses in art history or aesthetics taken outside the discipline. Proficiency in drawing and design must be demonstrated in a Sophomore show before the required thesis show may be undertaken in the Senior year.

**ARA 101 Visual Problem Solving**

*Prof. James Crane*

Systematic approach to visual arts, developing skills in spatial organization, relating forms in sequence, discovering uniqueness, personal approach to solutions, even within narrow, arbitrarily prescribed bounds.

**ARA 102 Drawing Fundamentals**

*Profs. Arthur Skinner, Margaret Rigg*

For the novice or the initiated, an immersion in new ways of seeing, eye-hand coordination, self-discovery, and self-expression through varied drawing media, using as sources the figure, still-life, nature, and imagination.

**ARA 205 English Calligraphy**

*Prof. Margaret Rigg*

Survey the most used alphabets from Britain, Scotland, Canada, Australia and U.S.A. A beginning English language calligraphy course for both majors and non-majors.

**ARA 206 British Calligraphy**

*Prof. Margaret Rigg*

The history and stroke order of certain British styles of calligraphy alphabets: Italic, Uncial, Copperplate, Foundational, Roman, Gothic, Black Letter.

**ARA 222 Clay 1**

*Prof. John Eckert*

For beginners, the fundamentals of ceramic materials, handforming, recycling, glazing, firing. Laboratories with supervised working time and lectures on technical knowledge.

**ARA 223 Relief Printing**

*Prof. Arthur Skinner*

An in-depth investigation of one of the oldest print mediums, using linoleum as the primary matrix to explore design and graphic imagery in both black and white and color. Prerequisite: 101 or 102.

**ARA 225 Etching**

*Prof. Arthur Skinner*

Basic techniques of etching, including hard and soft grounds, aquatint, drypoint, open biting, embossing, and color printing. Experimentation and an imaginative approach is expected. Prerequisites: 101 or 102 and permission of instructor.

**ARA 228 Painting Workshop**

*Prof. James Crane*

Introduction of process of painting with emphasis on each student finding his/her own imagery, exploring technical means. Any medium or combination allowed. Prerequisite: 101 and 102.

**ARA 229 Photography as Image Gathering**

*Prof. Arthur Skinner*

Process, techniques, and aesthetics of taking and developing black and white photographs. No prerequisites, but the student should have access to a camera with adjustable aperture and shutter speeds.

**ARA 230 Watercolor Painting**

*Prof. Margaret Rigg*

Class time will be used for discussions, critiques, demonstrations and field trips. Actual painting to be done outside class, minimum of two hours daily strongly recommended.

**ARA 241 Intermediate Drawing**

*Prof. Margaret Rigg*

Figure-ground spatial composition, individual development in drawing techniques, formal composition of two-dimensional space, tech-

nical mastery, development of images. Prerequisite: 101 and 102.

### **ARA 250 (Directed Study) History of the Print**

*Prof. Arthur Skinner*

A survey of the history and development of the print medium, intended primarily for art students with some background in the graphic arts. Counts as one art history credit.

### **ARA 301 Collage and Assemblage**

*Prof. James Crane*

Production of two- and three-dimensional objects and images, employing various materials, exploring the interface between painting and sculpturing. Prerequisites: 101 and 102.

### **ARA 308 Throwing on the Potter's Wheel**

*Prof. John Eckert*

Throwing instruction and practice. Skill, aesthetic considerations, techniques and critiques. Prerequisite: 222 or permission of instructor. Offered alternate semesters.

### **ARA 320/420 Studio Critique**

*Prof. James Crane*

Maximum of independence with regular critiques, each student preparing a contract for work in media of the student's choice. Class used for review of work, field trips and discussion. Prerequisites: 101, 102 and any media workshop.

### **ARA 321 Advanced Drawing**

Critique forum for students ready to do serious work in various drawing media, developing their personal mode of expression. Emphasis on experimentation with new materials and ideas. Must be capable of working independently. Prerequisites: 101, 102 and permission of instructor.

### **ARA 322 Advanced Photography Critique**

*Prof. Arthur Skinner*

Intensive independent projects designed to encourage imaginative examination of the local environment. Class critiques weekly. Evaluation on final portfolio of at least 20 finished mounted prints exhibiting technical excellence and creative insight. Prerequisite: 229.

### **ARA 323 Painting Critique**

*Prof. James Crane*

Independent work with regular critiques for students who have taken Painting Workshop or had prior experience in painting. Not for beginners.

### **ARA 324/5 American Calligraphy I, II**

*Prof. Margaret Rigg*

A survey of American styles of letterforms: Amenu, Shahn, Flourishing Brush, Art Nouveau, and others used in the U.S.A.

### **ARA 326 Plate Lithography**

*Prof. Arthur Skinner*

An exploration of the basic techniques of aluminum plate lithography. Students will be expected to produce prints in color as well as black and white. Prerequisites: 101 and 102 and permission of instructor.

### **ARA 327 Painting Workshop II**

### **ARA 328 Painting Workshop III**

*Prof. James Crane*

Continuation of process begun in 228. Individual instruction with periodic group critiques. Emphasis on larger scale works and technical appropriateness. Prerequisites: 228 for 327; 327 for 328.

### **ARA 329A The Art Experience**

*Prof. Margaret Rigg*

Students select one artist and do art works and research on the life and times of that artist, and make a presentation on both the art works and the facts.

### **ARA 341 Painting for Calligraphers**

*Prof. Margaret Rigg*

Special tools and techniques of miniature painting. Students produce one handmade, hand-bound painted book and properly matted paintings. Prerequisites: 101 and 102, and one painting or calligraphy course.

### **ARA 420 Studio Critique**

For description see ARA 320.

### **ARA 499 Senior Thesis and Seminar**

*Prof. James Crane*

For Senior art majors preparing thesis shows, self-structured time to work, regular weekly meetings, critiques, practice in hanging and

criticizing shows. Personal, individual discussion time with instructor. Prerequisite: Senior major in art.

**CRA 201A Triartic Aesthetics:  
Understanding the Arts**

For description see **Aesthetic Perspective Courses**, page 24

**ARI 251 (Directed Study) History of  
English Architecture**

**ARI 321A Art Patronage in London  
1700-c. 1850**

For description see **London Offerings**, page 57

For art courses offered in Florence see **Italy Offerings**, page 52

**ASTRONOMY**

For description see **Physics**, page 70

**AUTUMN TERM PROJECTS**

Descriptions of autumn term projects are published in a separate brochure.

**BIOLOGY**

Required for a major are demonstration of basic knowledge and understanding of the history, methods and principles of the life sciences. This demonstration will be satisfied by successful completion of a Senior comprehensive or thesis exam and ordinarily the following courses: Marine Invertebrate Biology, Plant Biology or Marine and Freshwater Botany, Biology of Vertebrates, Cell Biology, Genetics, Comparative Physiology, General and Aquatic Ecology or (with permission) Marine Vertebrates, and an acceptable elective. General Biology may substitute as the entry level course. Each student must also satisfactorily complete Biology Seminar and concepts of Chemistry I and II. Minimal pre-professional requirements additionally include Organic Chemistry I and II, Calculus I, Physics I and II, and a course in Statistics.

A minor requires five biology courses, not including more than two at the 100 level, perspective courses (except General Biology), or directed or independent studies. At least one of the five courses must be at the 300 or above level.

**BIN 121E General Biology**

*Prof. John Reynolds*

Principles of biological science; scientific method; characteristics of and interactions between cells, organs, organisms, populations, communities and ecosystems.

**BIN 187 Plant Biology**

*Prof. Sheila Hanes*

Evolution, diversity and development of plants, their place in the ecosystem and responses to environmental conditions. Vascular, non-vascular marine, freshwater and land plants. Field trips.

**BIN 188 Marine and Freshwater Botany**

*Prof. Sheila Hanes*

Diversity of marine and freshwater plants, their relationship to each other and to their environment. A survey of all plant groups will be included.

**BIN 189 Marine Invertebrate Biology**

*Prof. John Ferguson*

Structural basis, evolutionary relationships, biological functions and environmental interactions of animal life in the seas, exploring the local area.

**BIN 200 Biology of Vertebrates**

Classification, evolutionary history, structure, neo-Darwinian evolution and evolutionary features as seen in anatomy of aquatic and terrestrial chordates.

**BIN 202 Cell Biology**

*Prof. William Roess*

Structure, function and the flow of energy as the unifying principle linking photosynthesis, anaerobic, aerobic respiration and expenditure of energy by the cell. Prerequisites: high school level chemistry, biology, CHN 121; CHN 122 as co-requisite.

**BIN 204 Microbiology**

*Prof. Sheila Hanes*

Biology of microorganisms; microbiological techniques, isolation and identification of unknown organisms.

**BIN 250 (Directed Study) Exploration in  
Human Nutrition**

*Prof. Rebecca Ferguson*

Available through summer term or Special Programs only. Suitable for non-science majors. For students curious about their own nutritional needs, who may be confused by the many myths currently perpetuated in popular literature.

### **BIN 282E Economic Botany**

*Prof. Sheila Hanes*

How plants affect the quality of life, interdependence of humans and plants and the importance of a diverse environment. Prerequisite: at least Sophomore standing.

### **BIN 301 General and Aquatic Ecology**

Physical, chemical and biological relationships in natural communities. Field work in nearby ponds and Gulf shoreline. Prerequisites: 187, 189 and 200 or permission of instructor.

### **BIN 303 Genetics: Investigative**

*Prof. William Roess*

Mendelian and transcription genetics from historical perspective. Key experiments. For Junior science students particularly interested in interdisciplinary work for less professionally oriented biology majors. Prerequisite: CHN 121/2, BIN 202 or permission of instructor. Corequisite: CHN 221.

### **BIN 304 Comparative Physiology: Investigative**

*Prof. John Ferguson*

Physiological mechanisms of animals; comparative method, integrated into other areas of student's interest through interdisciplinary work. Corequisite CHN 122. Prerequisite: BIN 202 and 305.

### **BIN 305 Genetics: Interpretive**

*Prof. William Roess*

See BIN 303. Lecture/lab develops specific skills, including how to grow, maintain and experiment with microbial tissue culture cells. For Junior biology majors. Prerequisite: CHN 121/2.

### **BIN 306 Comparative Physiology: Interpretive**

*Prof. John Ferguson*

See BIN 304. Investigative lab, advanced methodology. Corequisite: CHN 122.

### **BIN 307 Biology of Marine Vertebrates**

*Prof. John Ferguson*

Classification, characteristics, general ecology and current research methodology. Field trips. Prerequisite: 200.

### **BIN 310 Techniques in Electron Microscopy**

*Prof. Sheila Hanes*

Research techniques such as tissue preparation, sectioning with an ultramicrotome, filming and printing scanning and transmission observations. Prerequisites: Junior standing, science major, permission of instructor.

### **BIN 350 (Directed Study) Human Physiology**

*Prof. John Ferguson*

Nerves, muscles, sense and endocrine organs; cardiovascular, respiratory, digestive, reproductive, excretory systems; metabolic integration. Suitable for biology majors off-campus unable to take 304 or 306. Prerequisites: CHN 122, BIN 202 and permission of instructor.

### **BIN 402 Advanced Topics in Ecology**

Selected aspects of aquatic or terrestrial ecosystems; topics determined by student interests. Prerequisites: 189, 200 and 301.

### **BIN 406 Advanced Topics in Botany**

*Prof. Sheila Hanes*

Subjects investigated determined by student interest. Prerequisite: 187.

### **BIN 407 Paleobotany**

*Prof. Sheila Hanes*

Ancient environments and formation of fossils, evolution of plants, research techniques, field trips. Prerequisite: permission of instructor.

### **BIN 408/NAN 410 Biology Seminar (2-year sequence)**

Topical problems in biology especially those not fully explored in other areas of the biology curriculum. Junior, Senior biology majors participate for **one course credit**; Sophomores invited to attend.

### **NAN 410 Senior Seminar in the Natural Science**

For description see page 77



**BIN 422 Advanced Topics in Genetics***Prof. William Roess*

Human genetics, chromosomal abnormalities; physiological defects and behavior disorders. Biological and social implications. Interests of students considered. Prerequisite: 303 or 305 or permission of instructor.

**BIN 499 Independent Research - Thesis**

Upon invitation, Seniors may design and carry out a creative research program, usually resulting in a written dissertation which is defended in the spring.

**NAN 382E Man and the Ocean Environment****NAN 383E Ecology, Evolution and Natural Resources****NAN 384E The Human Body as an Environment****NAN 385E Marine Mammals: Their Biology and Interactions with Man**

For descriptions see **Environmental Perspective Courses**, page 42

See also **Marine Science**, page 62

See also **Sea Semester**, page 76

**BUSINESS ADMINISTRATION**

A business administration concentration may be elected by a student as a skill area within the management major. Students electing to do so must meet the requirements for the management programs. See **Management** for descriptions of those requirements and courses.

**CHEMISTRY**

Students majoring in chemistry for the B.A. degree take Concepts of Chemistry I and II, Organic Chemistry I and II, Analytical Chemistry, Physical Chemistry I, Experimental Chemistry I, Chemistry Seminar (Junior and Senior years), Calculus I and II, Physics I and II and one upper level chemistry elective. For the B.S. degree students take Physical Chemistry II, Advanced Organic and Advanced Inorganic Chemistry, and Experimental Chemistry II beyond those courses required for the B.A. degree. In addition, B.S. degree candidates must fulfill the requirement of 16 courses in the natural sciences. For either de-

gree, student must maintain a C average in chemistry and supporting courses. The B.S. degree is certified by the American Chemical Society.

Juniors and Seniors are involved in Experimental Chemistry I and II, a three-semester laboratory program integrating analytical, inorganic, instrumental, organic and physical chemical methods and techniques. Projects undertaken are problem-solving oriented and become increasingly more sophisticated during the first two semesters of the program. The final semester is devoted to an independent research project of the student's choice.

Students desiring a minor in chemistry must take 121 and 122 and any three of the following: 221, 222, 320, 321, 322, 326 and 424.

**CHN 101E Chemistry and the Environment**

Development of mathematical, conceptual and problem-solving skills. Examples from current environmental and energy issues. Not recommended for students who have taken Concepts in Chemistry. Prerequisite: high school algebra.

**CHN 121 Concepts in Chemistry I**

Principles of modern chemical theory for majors in the sciences. Prerequisites: high school chemistry course, three years of high school math, or 101E with a grade of C or better.

**CHN 122 Concepts in Chemistry II**

Modern chemical theory of importance to later work in chemistry and molecular biology. Laboratory includes use of instrumentation for pH, redox, spectrophotometric measurements. Prerequisite: 121 with grade of C or better.

**CHN 221 Organic Chemistry I**

First part of two-course sequence dealing with chemistry of carbon-containing compounds. Laboratory on techniques of organic chemistry, preparation of several simple organic compounds. Prerequisite: 122 with grade of C or better.

**CHN 222 Organic Chemistry II**

Continuation of CHN 221 proceeding to more complex functional groups. Laboratory on preparation of organic compounds, qualitative

methods for determination of unknown organic substances. Prerequisite: 221 with grade of C or better.

### **CHN 320 Analytical Chemistry**

*Prof. Alan Soli*

Modern analytical measurements, separations, and instrumentation including acid-base, redox, solubility, complexation equilibrium and their applications. Prerequisites: CHN 222 or permission of instructor, and MAN 132.

### **CHN 321 Physical Chemistry I**

*Prof. Reggie Hudson*

Laws of thermodynamics; free energy, chemical and heterogeneous equilibrium; solutions of electrolytes, non-electrolytes; electrochemistry, chemical kinetic theory. Prerequisites: CHN 122, MAN 132, PHN 241/2 or permission of instructor.

### **CHN 322 Physical Chemistry II**

*Prof. Reggie Hudson*

Wave mechanics, chemical bonding, atomic and molecular spectroscopy, statistical thermodynamics and some molecular symmetry. Prerequisite: 321.

### **CHN 326 Experimental Chemistry I: Techniques and Instrumentation**

Practical application of modern experimental techniques and modern chemical instrumentation. Required of all chemistry majors, normally in the Junior year. Prerequisites: 320 and 321.

### **NAN 410 Senior Seminar in the Natural Sciences**

For description see page 77

### **CHN 422 Advanced Organic Chemistry**

Infrared, ultraviolet, nuclear magnetic resonance and mass spectroscopy; advanced synthetic methods, elucidation of reaction mechanism, stereochemistry, molecular rearrangements and orbital theory. Prerequisites: 222 and 322.

### **CHN 424 Advanced Inorganic Chemistry**

*Prof. Richard Neithamer*

Electronic structure and properties of the atom, among them covalent bond, stereochemistry, solid state, acid-base, thermody-

namics; reaction mechanisms, non-aqueous solvents, boron hydride chemistry. Prerequisite: 322 or permission of instructor. For Senior chemistry majors.

### **CHN 425 Biochemistry**

Chemical processes in living cells; molecular components, metabolic and biosynthetic pathways in phosphate bond energy. Prerequisite: 222 with grade of C or better.

### **CHN 426 Experimental Chemistry II: Advanced Techniques and Research**

Continuation of CHN 326. One year lab course on sophisticated techniques of experimental chemistry culminating in research project. Required of all B.S. chemistry majors in Senior year. Prerequisites: 322 and 326.

### **CHN 428/NAN 410 Chemistry Seminar (2-year sequence)**

For Junior and Senior chemistry majors. **One course credit** on satisfactory completion of two years of participation. Continuation in seminar contingent on satisfactory progress in upper division courses.

### **CHN 499 Independent Research — Thesis**

Chemistry students with superior ability may be invited to do independent research with a member of the chemistry staff during their Senior year, and write and defend a research thesis before a thesis committee.

### **NAN 281E Environmental Chemistry and Society**

### **NAN/LTL 283E The Growth and Nature of Scientific Views**

### **NAN 386E Toward the Year 2025**

For descriptions see **Environmental Perspective Courses**, page 42

## **COMPARATIVE LITERATURE**

Comparative literature is an interdisciplinary approach to literature. Students declare three areas: five courses in a literature (commonly English and/or American), three courses in a foreign language (such as French, German or Spanish), of which at least two are literature courses, and two courses in a second foreign language (at any level), or in another discipline (such as history, religion, philosophy, etc.), or

in an approved specialty (world literature in translation, myth, the Don Juan tradition, etc.). Students should have one course using comparative methodology. Linguistics and literary criticism are recommended.

## COMPOSITION

The composition courses are designed to help students become better writers and are required if an initial writing sample does not indicate proficient writing. All composition courses involve students in continuous appraisal of their writing. See page 16 for a complete description of the writing requirement for graduation.

Native speakers of English may take two composition courses for credit; non-native speakers may take three composition courses for credit.

### FDF 121 Composition I

Introduces the writing process and helps students to understand and write several types of expository essays, concentrating on organization, content and mechanics. Limited enrollment.

### FDF 122 Composition II

Reviews several essay types and continues to develop the writer's skills. Limited enrollment.

### FDF 123 Composition III

Additional work with essay writing concentrating on the refinement of form and style. Limited enrollment.

## COMPUTER SCIENCE

The course requirements for the computer science major are composed of two parts – the program core, and the program specialization. The program core is a structured sequence of four computer science courses (Introduction to Computer Science, Data Structures, Computer Systems, Theory of Computing) and four mathematics courses (Calculus I, Discrete Mathematics, Statistics, Linear Algebra). The program specialization, composed of four computer science electives numbered 310 or greater pursued during the Junior and Senior years, is less structured, allowing the student to emphasize his or her special interests. The Mathematical Sciences Seminar is required in the Junior and Senior years. This is a total of 12 courses for the

Bachelor of Arts from the Natural Science Collegium. Four additional natural science courses from advanced computer science (300 level or above), mathematics or physics, are required for the Bachelor of Science.

A minor in computer science requires completion of 143M, 221, 222 and two computer science courses numbered 300 or above.

### CSN 103M Computer Algorithms and Programming in BASIC

Problems from many fields suitable for computers; analyzing, devising algorithms for solutions. Suggested for students who intend to take only one computer course. Credit will not be given for both this course and a winter term project in Basic. Daily assignments, programming assignments, hour tests, final examination.

### CSN 143M Introduction to Computer Science

History of computing; overview of the elements of a computer system; problem solving and algorithm development; Pascal programming for numeric and non-numeric problems. Daily assignments, programming assignments, hour tests, final examination. Prerequisites: placement at the Calculus I level.

### CSN 201 Fortran Programming

Problem solving using the Fortran language. Daily assignments, programming assignments, hour tests, final examination. Prerequisites: 103M or 143M.

### CSN/MNB 202 Cobol Programming

Problem solving using the Cobol language. Daily assignments, programming assignments, hour tests, final examination. Prerequisites: 103M or 143M or consent of instructor.

### CSN 210S Computers and Society

History of computing; social, ethnical and legal impact of computers on society; overview of the operation, use, and programming of a computer. Daily assignments, programming assignments, hour tests, final examination.

### CSN 221 Data Structures

Continuation of program design and algorithm analysis. Identification and evaluation of classes of problems solvable through well defined data structures and algorithms including stacks,

recursion, lists, linked lists, searching and sorting. Daily assignments, hour tests, project, final examination. Prerequisites: 143M.

### **CSN 222 Computer Systems**

Assembly language and basic concepts of computer systems including architecture, operating systems, translators and digital logic. Daily assignments, programming assignments, hour tests, final examination. Prerequisite: 221.

### **CSN 301 Theory of Computing**

Abstract basis of computing machines and languages; introduction to finite automata, formal languages, Turing machines, and complexity theory. Daily assignments, programming assignments, hour tests, final examination. Prerequisites: CSN 221 and MAN 143.

### **CSN 310 Computer Architecture**

Architectural and hardware elements of computing machines; central processing unit including micro-machine, registers, data paths, arithmetic logic unit, control unit, microprogramming; memory including implementation, virtual memory, content addressable memory, cache, input/output including disks, tapes, serial communications and networks. Daily assignments, programming assignments, hour tests, final examination. Prerequisite: 222.

### **CSN 320 Programming Languages**

Nature and implementation of programming languages including qualities and characteristics of languages, methods of implementation, execution models and environments; survey of programming languages. Daily assignments, programming assignments, hour tests, final examination. Prerequisite: 222.

### **CSN 321 Programming Methodology and Software Engineering**

Properties of software systems; software system design and development principles; specifications; models; software tools, monitoring methods; group programming project for a large software system. Daily assignments, programming assignments, hour tests, final examination. Prerequisite: 222.

### **CSN 360 Database System**

Conceptual modeling of data systems; organization of database systems; storage and retrieval of data in the database; database design

and administration. Daily assignments, programming assignments, hour tests, final examination. Prerequisite: 222.

### **NAN 410 Senior Seminar in the Natural Sciences**

For description see **Senior Seminars**, page 77

### **CSN 411 Operating Systems**

Organization, operation, and implementation including processor management, memory management, virtual systems, interprocess communication, scheduling algorithms, protection and security, deadlocks; case studies of operating systems. Daily assignments, programming assignments, hour tests, final examination. Prerequisite: 222.

### **CSN 420 Translators and Compilers**

Theory and implementation of high-level language virtual machines including assemblers, macro expansion, compilers and interpreters; syntactic and semantic models. Daily assignments, programming assignments, hour tests, final examination. Prerequisites: 301.

### **NAN 438/410 Mathematical Sciences Seminar (2 year sequence)**

For description see **Mathematics**, page 64

### **CSN 460 Artificial Intelligence**

Knowledge representation; predicate calculus; rule-based deductions; searching methods; applications of understanding; programming languages and databases for artificial intelligence. Daily assignments, programming assignments, hour tests, final examination. Prerequisite: 222 and 301.

### **CSN 499 Computer Science Independent Research - Thesis**

Seniors majoring in computer science may, upon invitation of the computer science faculty do research and write a thesis under the direction of a member of the faculty. The submission of the resulting written thesis and an oral defense will, upon approval of the computer science faculty, satisfy the comprehensive examination requirement for graduation. Prerequisites: excellence in computer science courses through the Junior year and invitation by the faculty.

## CREATIVE WRITING

The Writing Workshop helps develop serious writers — students who think of themselves primarily as writers and students for whom writing will be an important avocation. Students develop their curriculum individually in consultation with the Mentor. Course work varies considerably, but normally must include six courses in literature (while this is a minimum, creative writing majors usually elect to take more than this). Of these six courses, at least two must be pre-19th century British and one American; at least three workshops: fiction and poetry are required, and one of the following: playwriting, travel writing, journal writing, or children's literature. Seniors are required to complete a thesis, a compilation of the student's best work in any combination of genres.

### WWA 201 Writing Workshop: Criticism

*Prof. Peter Meinke*

Writing reviews of new books in poetry and fiction, for different audiences; mass newspaper, middlebrow magazines, scholarly journals. Compare and analyze student reviews with reviews by professionals.

### WWA 228 Writing Workshop: The Short Story

*Prof. Sterling Watson*

Students' stories read aloud and discussed in class. Emphasis on rewriting, critical principles and development of works through several phases of composition. Students may take this course more than once for credit.

### WWA 231 Writing Workshop: Children's Literature

*Prof. Peter Meinke*

Reading and writing fiction and verse, exploring possibilities of children's literature. Students bring their own work to class for discussion and evaluation. Open to all, preference given to upperclass students.

### WWA 2/3/429 Writing Workshop: Poetry

*Profs. Nancy Carter, Peter Meinke*

Forms and techniques in poetry. Students submit their poems for discussion, review, and rewriting. Familiarity with current poetry is encouraged.

### WWA 240 Light Verse/Tall Tales

*Prof. Peter Meinke*

Write humorous verse and fiction in such forms as the cleriheh, epigram, limerick, tall tale. Read classic and contemporary examples of humorous writing.

### WWA 261 Writing Workshop: Travel Writing

*Prof. Peter Meinke*

Reading and writing about travel. Students will read classics in travel writing by authors like McPhee, Fussell, Hoagland, etc. and write their own articles to be discussed in the workshop.

### WWA 302A Rhetoric of Film

*Prof. Sterling Watson*

Film as an art form, its history, typology, technology and symbology. How films are made, by whom, and out of what visions of the world.

### WWA 305 Journals, Diaries, and Letters: The Intimate Connection

*Prof. Nancy Carter*

Journals, diaries and letters as related to the creative process. Practice and discuss various journaling techniques, writing our own journals.

### WWA 330 Writing Workshop: Advanced Fiction

*Prof. Sterling Watson*

At least two student works written, revised and discussed in seminar setting. Discussions of short stories by masters, articles on writing. Visits by local writers. Prerequisite: 228 or permission of instructor.

### WWA 334 Writing Workshop: One-Act Play

*Prof. Sterling Watson*

Writing one-act plays, reading short plays, including traditional and experimental forms. Each student will write at least two plays, to be read and discussed in class. Production of original plays encouraged.

## **CROSS-CULTURAL PERSPECTIVE COURSES**

Courses in this perspective are designed to provide an introduction to a culture or cultures different from the student's own, to increase knowledge of the richness and diversity of human social existence and, in so doing, provide greater insights into the strengths and weaknesses of the student's own cultural perspective. A term of study abroad may also satisfy this requirement.

**ANC 207C Chinese Communist Society**

**ANC 286C Cultures of Africa**

**ANC 334C Applied Anthropology**

**ANC/MNC 385C Cultural Environment of International Business**

For descriptions see **Anthropology**, page 25

**CUC/WHF 183C United States Area Studies**

For description see **Western Heritage**, page 83

**CUC 282C East Asian Area Studies**

*Profs. Gilbert Johnston,  
Hendrick Serrie*

Examination of the more enduring features of China and Japan, through art, architecture, literature, customs, religious beliefs and intellectual traditions.

**CUC 283C Soviet Area Studies**

*Prof. William Parsons*

Understanding Russians as people, Russia's contribution to Western civilization, the impact of the Bolshevik Revolution on Russian society and the role of the Soviet Union in the world today.

**CUC 284C French Area Studies**

*Prof. Henry Genz*

Modern France with emphasis on the post World War II period. Village and urban life, distinguishing characteristics of the French people, their institutions, traditions, customs, values, literature, art and music.

**CUC 388C The Sino-Soviet Conflict**

*Profs. William Parsons,  
Hendrick Serrie*

Historical roots of enmity between China and Russia, values inherent in their culture and

society; ideological, territorial and strategic conflicts. Role of Sino-Soviet conflict in American foreign policy. Offered every third year.

**HIC/L 203C Europe in Transition: 1300-1815**

**HIC/L 204C Foundations of Contemporary Europe: 1815-1845**

**HIC 232C Global History**

**HIC 241C The Rise of Russia**

**HIC 242C Modern Russian and the Soviet Union**

**HIL 361C An Introduction to Modern France**

For descriptions see **History**, page 46

**INI 379C Florence Seminar**

For description see **Italy Offerings**, page 52

**INI 389C British Seminar**

For description see **London Offerings**, page 58

**LIL 243C Modern French Culture Through Literature**

For description see **Literature**, page 54

**LTL/REC 220C Life and Death in Indian Hindu Culture**

For description see **Religious Studies**, page 74

**MNB 334C Industrial and Organizational Anthropology**

For description see **Management**, page 60

**MN/ANC 385C Cultural Environment of International Business**

For descriptions see **Anthropology**, page 26

**POB 341C Politics of Underdevelopment**

For description see **Political Science**, page 71

**REL 203C Old Testament Judaism**

**REL 204C New Testament Christianity**

**REC/LTL 220C Life and Death in Indian Hindu Culture**

**REC 240C Non-Western Religions**

**REL 242C Archaeology and the Bible**

**REC 343C Religions of China and Japan**

For descriptions see **Religious Studies**, page 74

**DIRECTED STUDY COURSES**

For descriptions, see the appropriate discipline. Copies of directed study syllabi are available in the Registrar's office.

ANC 250/1 Introduction to Anthropology  
 ANC 350 Introduction to Museum Work  
 ARA 250 History of the Print  
 ARI 251 A History of English Architecture  
 BIN 250 Explorations in Human Nutrition  
 BIN 350 Human Physiology  
 CRA 410 Creative Arts Senior Seminar (by academic petition only)  
 ECI 450 History of Economic Thought  
 EDA 350 Introduction to the Education of Exceptional Children  
 EDA 3/451 Childhood Education: Creative Learning and Teaching  
 EDI 351 British Innovative Education  
 GEC 250 Geography  
 GEC 350 World Regional Geography  
 GRC 250/1 Intermediate German: Grammar Review  
 GR/LIC 304 The Novels of Hermann Hesse  
 GRC 350 German Phonetics  
 GR/LIC 351 Life and Works of Franz Kafka  
 GRC 405 German Culture in North America  
 HIC 250 Japanese Cultural History  
 HIL 216S Your Family in American History  
 HIL/I 240 History of England to 1714  
 HIL/L 241 History of Modern Britain Since 1714  
 HIL/I 252 History of London  
 HIL 253 United States History  
 HIL 347 Recent American History: The Historian's View of our Times  
 HIL 350 History of the British Empire-Commonwealth Since 1783  
 HIL 351 The Industrial Revolution in America  
 HIL 352 The Progressive Movement  
 INI 350 The Maritime Heritage of England

JCP 410 Judaeo-Christian Perspectives on Contemporary Issues (by academic petition only)

LIA 250A Children's Literature

LIL 250 Shakespeare: The Forms of his Art

LIA 2/352 American Fiction: 1950 to the Present

LI/GRC 304 The Novels of Hermann Hesse

LIA 334 Twentieth Century European Fiction, I, II

LIA 350A Modern American Novel

LIA 351 Twentieth Century American Women Artists and Writers

LI/GRC 351 Life and Works of Franz Kafka

LI/SPC 450/1 Artistry of Federico Garcia Lorca

MNB 376 Personnel Management

MUA 350 Twentieth Century Music

NAN 150E The Universe

NAN 151 The World of Life

NAN 251 Futures of Humanity: Worlds of Science Fiction

For descriptions see Physics, page 70

PLP 101 Introduction to Philosophy

PLI 351 History of Science in Great Britain

PSI 350 Youth Experience in a Changing Great Britain

REL 221S Religion in America

REL 251 Introduction to the Old Testament

REL 252 Introduction to the New Testament

REL 253 Life and Teachings of Jesus

SPC 250 Practicum in Spanish Teaching

SPC 401 Modern Spanish Novel

SPC 402 Spanish American Novel

SP/LIC 451/2 Artistry of Federico Garcia Lorca

THA 250 Video Practicum

THA 450 Alternate Theatre

WHF 184 Honors Western Heritage (with permission only)

### **EAST ASIAN AREA STUDIES**

A concentration in East Asian Area Studies may be planned through a supervising committee of three faculty members.

#### **CUC 282C East Asian Area Studies**

For description see **Cross-Cultural Perspective**, page 36

#### **REC/LTL 220C Life and Death in Indian Hindu Culture**

For description see **Religious Studies**, page 74

### **ECONOMICS**

In addition to the collegial requirement of statistics, students majoring in economics are required to take a minimum of eight economics courses and Calculus I. All students will take Principles of Microeconomics, Principles of Macroeconomics, Intermediate Microeconomics, Intermediate Macroeconomics and History of Economic Thought. In addition, students will choose three economics electives from a list of approved courses. Students must maintain a C average in upper level courses to successfully complete the major.

Requirements for a minor in economics include Principles of Micro and Macroeconomics, Intermediate Micro and Macroeconomics, and one other economics elective.

#### **ECB 281S Principles of Microeconomics**

Price theory, operation of market system. Industrial structure and pricing under different competitive structures. Cost-benefit analysis applied to environmental quality decisions. Required of all students majoring in economics.

#### **ECB 282S Principles of Macroeconomics**

National income, role of federal government, monetary and fiscal policy, inflation, recession, balance of payments. Required for all students majoring in economics.

#### **ECB 301S Human and Social Economics**

*Prof. Peter Hammerschmidt*

How humans and community groups interact, the methods they create to bring shared values to fruition. The creation and operation of institutions as they affect social and economic environments.

#### **ECB 381 Intermediate Microeconomic Theory**

*Prof. Diana Fuguitt*

Continuation of 281S. Consumer demand theory pricing and output decisions of industries and firms using simple mathematical and geometric models; price and output adjustments. Prerequisite: 281S. Required for all students majoring in economics.

#### **ECB 382 Intermediate Macroeconomics**

*Prof. Tom Oberhofer*

Continuation of 282S. Determinants of aggregate demand and supply, using dynamic and static models of analysis. How to use an understanding of economic analysis to achieve policy objectives and understand trade-offs. Prerequisites: ECB 282S and BEB 260M.

#### **ECB 383 Labor Economics**

*Prof. Tom Oberhofer*

Labor markets, wage and employment determinations, human capital theory, economics of discrimination, labor market forecasting, role of unions. Prerequisites: ECB 281S and BEB 260M.

#### **ECB 384 Managerial Economics**

*Prof. Peter Hammerschmidt*

Applied economic theory, mathematics and statistics in business decision making. Optimization techniques under conditions of uncertainty. Selecting the "best" solutions to business problems. Prerequisites: ECB 281S and BEB 260M.

#### **ECB 385 Comparative Economic Systems**

*Prof. Diana Fuguitt*

Non-capitalistic and capitalistic economies compared to show how different institutional arrangements lead to different ways of making economic decisions. Soviet Union, Eastern European nations, People's Republic of China included. Prerequisite: 281S.

#### **ECB 386 Money, Banking and Financial Institutions**

*Prof. Peter Hammerschmidt*

History and development of monetary system and financial structure. Money creation and influence on macroeconomic activity. Monetary policy implications of regulatory agencies.



**ECB 387 Urban Economics***Prof. Diana Fuguitt*

Urban growth and decay, location decisions, land use. Transportation, crime, housing, discrimination and segregation, and the urban financial crisis. Prerequisite: 281S.

**ECB 388 Economic Development***Prof. Diana Fuguitt*

Factors which contribute to or retard economic development, investigating the cultural and political as well as economic aspects of development. Prerequisites: 281S or 282S.

**ECB 389 Natural Resource Economics**

Role of economic theory in analyzing and evaluating natural resource and environmental policy issues. Developing models for optimum resources use: land, water, energy, their development, allocation, pricing. Prerequisite: 281S.

**ECB 410 Senior Seminar in Economics**

Application of economic phenomena to current micro and macro economic issues. Economic analysis and issues underlying public decision making. Project aimed at reinforming understanding of economic research methodologies.

**ECB 482 Seminar in Business Cycles***Prof. Tom Oberhofer*

Theoretical and research topics in business cycles and economic forecasting. Business cycle forecasting techniques and models. Prerequisites: BEB 260M and ECB 382.

**ECB 484 Public Finance***Prof. Tom Oberhofer*

Fiscal operations of federal, state and local governments. American tax system, government expenditure patterns, policy options for dealing with such problems as poverty, education and economic growth. Prerequisite: 281S or 282S.

**ECB 486 History of Economic Thought***Prof. Peter Hammerschmidt*

Economic ideas as developed and expounded by Western economists. The teachings of the mercantilists, physiocrats, Adam Smith, Malthus, Ricardo, Mill, Marx, Marshall, German and American schools of thought. Prerequisite: 281S or permission of instructor.

**ECB 488 International Economics***Prof. Diana Fuguitt*

International trade, finance theory and policy. Balance of international payments, exchange-rate adjustments, nature of gains from trade, U.S. commercial policy. Prerequisites: 281S and 282S and permission of instructor.

**BEB 368S Utopias**

For description see **Social Relations Perspective**, page 77

**ECI 450 (Directed Study) History of Economic Thought**

For description see **London Offerings**, page 57

**EDUCATION**

Students must apply for admission to the Teacher Education program through the Director of Teacher Education, who is responsible for all programs approved by the Florida State Department of Education. Students considering teaching as a possible profession or education as a field of study should contact the Director of Teacher Education in the Creative Arts Collegium, and request a copy of **The Student Teaching Handbook**. The handbook outlines all guidelines and requirements for teacher certification programs.

The Florida legislature has mandated entrance requirements for all Teacher Education programs in the State. To be **eligible** to apply to the Eckerd College Teacher Education program, students **must** have combined S.A.T. scores of 900, and both verbal and mathematics scores must exceed 450. Students **must** have earned a minimum grade point average of B or 2.8 on all college level work. A mathematics course is also required of all students.

**Elementary Education**

The elementary education major is designed for those students who wish to work within the public school setting. Students majoring in elementary education will complete 15 general education courses, with not fewer than two courses and not more than four courses earned in each of the following areas: communication (two to four courses); human adjustment (four courses); biological or physical sciences (one course); mathematics (one

course); social sciences (two to four courses); humanities (two courses); and applied arts (two courses). The major also requires seven professional education courses and a comprehensive examination. Students are expected to study off campus in a culture other than their own. Students majoring in elementary education must meet all requirements stated in **The Student Teaching Handbook**.

### Secondary Education

Eckerd College has approved programs for secondary education in art and music (K-12), and biology, English, French, German, history, mathematics, political science, psychology, social studies and Spanish (7-12). The 7-12 certification programs include completion of six courses in professional education and sufficient required courses to qualify for a major in the content area. For K-12 certification in art and music the student must complete the aforementioned program and one course in Teaching and Learning: Theory and Practice. Students seeking secondary certification must meet all requirements stated in **The Student Teaching Handbook**.

### Early Childhood Certification

Students may wish to add early childhood education certification to the elementary education major. This would require completion of elementary education major requirements as well as two courses in early childhood education.

### Child Development

The child development concentration is designed for those students who wish to work with children outside the public school classroom. Students selecting this concentration are not certified by the State of Florida as classroom teachers. Instead the concentration focuses on an excellent background in the liberal arts, child development and psychology to prepare students for a variety of child centered careers. The child development concentration includes:

1. The basic core: Development of the Child in Society, Education of the Young Child, The Creative Process, Group Dynamics, Observational Methodologies, Teaching and Learning: Theory and Practice, The Family, Statistics, Childhood Education: Creative Learning and Teaching.

2. An area of emphasis, which includes at least five courses that correspond to the student's long range professional goals, i.e., history or political science correspond to interest in child advocacy or educational law; literature corresponds to children's librarianship; creative writing corresponds to children's authorship and publishing.
3. An internship.
4. A comprehensive examination, thesis or project.
5. A winter term in child development.

### EDA 202S Development of the Child in Society

*Prof. Molly Ransbury*

Explores patterns of social and personality development. Students build connections between texts, lectures and their own development.

### EDA 203 Education of the Young Child

*Prof. Molly Ransbury*

Overview of the history and philosophy of early childhood education. Review of methods and materials for teaching young children. Classroom observation and participation required.

### EDA 204 The Creative Process

Learning-by-doing: innovative problem solving, awareness of one's own creative processes, exploring new dimensions, nurturing personal creativity, helping to foster it in others.

### ED/PSA 207 Group Dynamics

*Prof. Kathryn Watson*

Laboratory approach to the study of groups, including participation, observation and analysis; investigation of roles of group members, transitional stages, leadership, and group functioning.

### EDA 324 Teaching and Learning: Theory and Practice

*Prof. Molly Ransbury*

Students demonstrate and apply understanding of learning theory to models of teaching and counseling. For those who will teach, counsel or minister to other persons, within an intellectual framework. Prerequisites: PSB 101S or EDA 202S.

**EDA 325 Teaching Reading and the Language Arts**

*Prof. Molly Ransbury*

Examines learning styles and strategies in relation to the content areas of reading and the language arts. Students plan and implement lessons in a public elementary school classroom.

**EDA 326 Elementary School Education**

*Prof. Molly Ransbury*

Overview of elementary school education. Examines learning styles and strategies in relation to the content areas of social studies, science and mathematics. Students plan and implement lessons in a public school classroom.

**EDA 328S The School: Locus of Culture and Change**

*Prof. Kathryn Watson*

The sociological foundations of education are explored using ethnographic techniques. Students study schools as cultures, investigate and apply change strategies, and complete a field study.

**EDA 350 (Directed Study) Introduction to the Education of Exceptional Children**

*Prof. Molly Ransbury*

Survey of the field of education of exceptional children; nature and needs of children with specific physical, mental and emotional exceptionalities. Students participate in school-based exceptional child program.

**EDA 3/451 (Directed Study) Childhood Education: Creative Learning and Teaching**

*Prof. Molly Ransbury*

Approaches to educating young children, a practicum in an early childhood setting. Leads to early childhood certification along with EDA 203 and the elementary education major. Prerequisites: EDA 202S or PSB 202 and EDA 203.

**EDA/PSA 421 Educational Psychology**

*Prof. Molly Ransbury*

Surveys the psychological foundations of education and applies these to the classroom setting. Includes student-led seminars and presentations, and in-school observations. Required for teacher certification.

**EDA 422/3/4 Professional Elementary Education**

*Prof. Molly Ransbury*

Professional semester for elementary education interns; provides for practical experience in teaching at both the primary and intermediate elementary school level. Prerequisite: permission of instructor.

**EDA 431 Secondary Education Methods**

Experience in theory and practice of instructional methodologies. Pre-internship in public school assisting in instruction, tutoring small groups, teaching. Prerequisite: permission of instructor.

**EDA 435/6/7 Professional Education**

Nine weeks of full time student teaching preceded by instruction in A-V materials, special methods of teaching, curriculum, school administration and recent innovations. Prerequisites: PSB 101S and EDA 431, and permission of instructor.

**EDA 451 Childhood Education**

For description see **EDA 351**.

**EDA 484 Issues in Education**

For Seniors in the secondary teacher education program only. A study of current critical issues in American education which impact upon the classroom teacher, coordinated with student teaching experience. Prerequisite: permission of instructor.

**EDI 351 (Directed Study) British Innovative Education**

For description see **London Offerings**, page 58

**ENGINEERING AND APPLIED SCIENCE — DUAL DEGREE PROGRAM**

Students who wish to pursue a dual-degree program should consult with Professor Harry Ellis as early as possible in their academic program.

For description see page 12

### ENVIRONMENTAL PERSPECTIVE COURSES

Courses in this perspective are designed to enhance knowledge of the physical and biological world, to help the student make informed value judgments concerning the environmental consequences of personal and social actions.

#### **BIN 121E General Biology**

#### **BIN 282E Economic Botany**

For description see **Biology**, page 29

#### **CHN 101E Chemistry and the Environment**

For description see **Chemistry**, page 31

#### **LIA 328E Literature and Ecology: Writings About the Earth Household**

For description see **Literature**, page 56

#### **LTL/NAN 283E The Growth and Nature of Scientific Views**

*Profs. Peter Pav, Reggie Hudson*

Based on Jacob Bronowski's film series **The Ascent of Man** amplified by lectures, demonstrations, laboratory work, discussions, research and supplementary reading.

#### **LTL 303E The Scientific Revolution and Human Values**

*Prof. Peter Pav*

The 17th century Scientific Revolution as a redirection of Western society from theocentrism to scientific secularism. Copernicus, Kepler, Galileo, Bacon, Boyle, Descartes, Newton.

#### **LTL 304E Science, Technology and Human Values**

*Prof. Peter Pav*

Historical and philosophical examination of the nature of science and technology, and their relation to such contemporary issues as warfare, urbanization, consumerism, medical ethics, genetic research, pollution and computerization.

#### **MSN 207E Introduction to Geology**

#### **MSN 208E Environmental Geology**

#### **MSN 308E Introduction to Meteorology**

For descriptions see **Marine science**, page 62

#### **NAN 150E (Directed Study) The Universe**

For description see **Physics**, page 70

#### **NAN 209E Our Environment: The Universe**

*Prof. Wilbur Block*

Physical principles and applications which help students appreciate the interactions of humans with the environment and universe. Theories of the origin and evolution of environment and glimpses of the future.

#### **NAN 244E Energy and Environment**

*Prof. Harry Ellis*

Options available to societies in producing energy, the consequences of each choice, and the different sets of values implicit in the choices.

#### **NAN 281E Environmental Chemistry and Society**

*Prof. Alan Soli*

Issues such as air and water pollution, pesticides, residues and nuclear energy. Social, economic and legal considerations. Minimal scientific background expected. Not recommended for students who have taken Concepts of Chemistry.

#### **NAN 282E The Long Journey**

*Prof. Irving Foster*

Evolutionary history of the universe, formation of elements, galaxies, stars and planets, chemical evolution leading to life and biological evolution culminating in consciousness as expressed in the imagination and intellect of humans.

#### **NAN/LTL 283E The Growth and Nature of Scientific Views**

For description see **LTL/NAN 283E** above.

#### **NAN 382E Man and the Ocean Environment**

*Prof. John Ferguson*

Introduction to oceanography; sea water, waves, tides, currents, weather, etc. Current issues in fisheries, mariculture, oil and mineral development, coastal use. Influence of the seas on the development of civilization.

**NAN 383E Ecology, Evolution and Natural Resources***Prof. Sheila Hanes*

Human involvement with environments past, present and future; inter-relationships between organisms and environments and their impact on humans; ethical ways of dealing with these issues. Field trips.

**NAN 384E The Human Body as an Environment***Profs. Howard Carter, John Reynolds*

Techniques for maintaining a healthy body; human anatomy, physiology, nutrition, exercise, ways to monitor health; reaction to alcohol, drugs, and stress.

**NAN 385E Marine Mammals: Their Biology and Interactions with Man***Prof. John Reynolds*

Whales, dolphins, porpoises, sea otters, seals, walruses and manatees. Scientific, moral and ethical issues. Controversial points of view on such issues as whaling, harvesting of seal pups and motor boat collisions with manatees.

**NAN 386E Toward the Year 2025***Prof. Richard Neithamer*

Research and present position papers on topics of the student's choice relating to an aspect of science or technology in the future. The entire group debates the moral and ethical aspects of each paper. Open to Juniors and Seniors only.

**REC 386E The Human Environment: Religious and Ethical Perspectives**

For description see **Religious Studies**, page 75

**SEA SEMESTER**

For description see page 76

**ENVIRONMENTAL STUDIES/  
EARTH SCIENCES**

A student may plan an **Environmental Studies** program which will fit individual needs under the guidance and approval of a faculty supervisory committee. Several particular areas of study are especially pertinent to environmental studies. These include: Invertebrate Zoology, Botany, Ecology, Advanced Topics in Ecology, Chemistry I and II, Statistics, Precalculus Skills, Computer Pro-

gramming, Social Psychology and Cultural Anthropology. For either a B.A. or B.S. degree, students will ordinarily be expected to do a Senior thesis concerning some aspect of the local environment. Additional supporting courses in the natural and/or behavioral sciences will be recommended depending upon the specific direction a student wishes to take.

Students may obtain emphasis in **Earth Sciences** by selecting courses in geology, oceanography and astronomy along with a broad selection of courses in chemistry, biology and physics and specific in-depth study in one of the disciplines of the natural sciences. The student's program will be under the guidance and approval of a faculty supervisory committee.

**FINANCE AND INVESTMENTS**

This concentration may be elected by a student as a skill area within the management major. Students electing finance as a skill area within the management major must meet requirements for the management program. See **Management** for description of those requirements and courses, page 58

**FRENCH**

For a major in French, eight courses beyond elementary French are required, and students may choose from among the following offerings: Intermediate French 201 and 202, Introduction to French Literature, Advanced Conversational French, Advanced Composition and Grammar, Survey of French Literature to 1600, The Classical Theatre, 18th Century French Literature, 19th Century French Literature, 20th Century French Literature, and French Area Studies. Supporting work in other areas is advisable. Study abroad during the Junior year in Avignon at the Institute for American Universities (with which Eckerd College is affiliated) is strongly recommended.

A minor in French consists of any five courses beyond the elementary level.

**FRC/L 101/2 Elementary French***Profs. Henry Genz, Réjane Genz*

Intensive practice in speaking, listening comprehension, reading, writing and grammar. Listening/speaking practice in the laboratory. Prerequisite for 102 is 101 or equivalent.

### **FRC 105 Reading French: A Direct Approach**

*Prof. Henry Genz*

For students with little or no French, basic reading in a short period of time. Vocabulary, idioms, grammar, translating French to English in the student's major field. Prerequisite: no more than one year of college French. Offered every third year.

### **FRC/L 201/2 Intermediate French**

*Profs. Henry Genz, Réjane Genz*

Grammar, lab practice, development of skills in speaking, oral comprehension, reading and writing. Reading short stories, essays, novel excerpts. Prerequisite: 102 or two years of high school French.

### **FRL 301 Introduction to French Literature**

*Prof. Réjane Genz*

Furthering knowledge of French through literature. Not a survey of literature: most plays and novels by contemporary writers such as Gide, Camus, Ionesco. Prerequisite: 202 or equivalent.

### **FRL 302 Advanced Conversational French**

*Prof. Réjane Genz*

Colloquial French, student suggested topics of conversation. Magazine articles, correspondence, newspapers. Prerequisite: third year proficiency; second year students with the permission of instructor.

### **FRC 402 Survey of French Literature to 1600**

*Prof. Henry Genz*

Medieval and Renaissance works: **La Chanson de Roland**, **Le Roma de la Rose**, poems by Villon, DuBellay, Ronsard, **Gargantua and Pantagruel**, essays of Montaigne. Taught in French. Prerequisite: third year college level French. Offered alternate years.

### **FRL 405 20th Century French Literature**

*Prof. Réjane Genz*

Contemporary French poets and playwrights: Valéry, Proust, Gide, Claudel, Mauriac, Collette, Camus. Discussions in French. Prerequisite: third year French or permission of instructor. Offered alternate years.

### **FRC 429 18th Century French Literature**

*Prof. Henry Genz*

Important literary figures of the period: Voltaire, Rousseau, Prévost, Condillac, Buffon, Diderot, Montesquieu. Taught in French. Prerequisite: one 300 level course or equivalent. Offered alternate years.

### **FRL 432 19th Century French Literature**

*Prof. Réjane Genz*

Important novelists and poets of the period: Balzac, Stendhal, Flaubert, Zola, Baudelaire, Rimbaud, Mallarmé. Prerequisite: three years of college French or equivalent, or good reading knowledge of French. Offered alternate years.

### **FRC 432 Classical Theater**

*Prof. Henry Genz*

Plays by Corneille, Racine, Molière. Prerequisite: one 300 level course or equivalent.

### **LIL 243C Modern French Culture Through Literature**

*Prof. Réjane Genz*

For description see **Literature**, page 54

### **CUC 283C French Area Studies**

For description see **Cross-Cultural Perspective**, page 36

## **GEOGRAPHY**

### **GEC 250 (Directed Study) Geography**

*Prof. Dudley DeGroot*

Concepts, theories and substantive material of modern geography. Relationship between material environment and human cultural systems.

### **GEC 350 (Directed Study) World Regional Geography**

*Prof. Dudley DeGroot*

Relationship of human activities to natural environment on world-wide basis. Soils, land forms, climate, vegetation, minerals and the cultural systems of different areas of the world.

## GEOLOGY

For description see **Marine Science**, page 62

## GERMAN

A student who wishes to major in German language and literature must complete eight courses in that subject beyond elementary German. The student must also complete a reading list of major German authors or works not covered by course offerings. Study abroad is strongly recommended.

### GRC 101/2 Elementary German

*Prof. Kenneth Keeton*

Language through films and supplemental reading. Method appropriate to need, patterning and grammatical analysis. Will enable students to function in German-speaking country. Prerequisite: 102 or equivalent for 101.

### GRC 201/2 Intermediate German

Films produced in Germany provide language study, introduction to German culture and native language models. Class discussions in German. Prerequisites: 102 for 201; 201 for 202.

### GRC 250/1 (Directed Study) Grammar Review/Intermediate German

Programmed courses allow student with language aptitude to move at own pace. Grammar, speech, texts and tapes.

### GRC 301/2 Introduction to German Literature and Life

Contemporary German literature and life. Readings chosen according to student ability and interest. Modern fiction and magazines. Prerequisite: 202 or equivalent.

### GR/LIC 304 Novels of Hermann Hesse (Directed Study available)

Hesse's novels in chronological order, tracing the development of the man and his writings from poetic realism to impressionism. Offered in German and in translation. Prerequisite: none in translation; advanced standing in German.

### GRC 311 Advanced Composition and Conversation

Student participation in teaching theoretical and practical aspects of grammar. Topical discussions and written assignments in the language.

### GRC 331/332 Special Topics

Projects based upon current needs and interests of students and offered at the discretion of the German faculty.

### GRC 350 (Directed Study) German Phonetics

Texts and tapes by native speakers. Phonetic alphabet, speech patterning, and inflection of High German through written and oral examples. Required for future teachers of German.

### GR/LIC 351 (Directed Study) Life and Works of Franz Kafka

Major short stories, three novels, two volumes of diaries of Franz Kafka may be taken in either German or English. Prerequisite: none in English; advanced standing in German.

### GRC 401/2 The Novel

A study of the most representative novelists from Goethe to the present. Includes Thomas Mann, Hermann Hesse, and the writers of present day Germany, Austria, and Switzerland.

### GRC 403/4 Drama

German drama from Goethe to the present. Particular emphasis on drama of the 19th century and the present.

### GRC 405 German Culture in North America (Directed Study available)

German settlements in the U.S. and Canada, their origin and cultural development, the religious and political causes which brought them to this continent. Prerequisite: advanced standing in German.

### GRC 441/2 Seminar in German

Included are such topics as Goethe's **Faust**, German poetry, the German novelle, history of the German language, independent readings. For Seniors.

### HISTORY

Students majoring in history will take a minimum of eight courses and one winter term project, normally in the Junior year, in history. At least three courses must be in European history and at least three courses must be in U.S. history. In addition, Seniors will undertake a histographical project in their winter term. Each Senior will submit a paper on a subject approved by the Mentor, and there will be an oral exam focussing on this paper. Those students who have demonstrated excellence in history may be invited to write a Senior thesis instead of undertaking the comprehensive exam and the Senior winter term project.

#### HLI 201S The Nature of History

Critical thinking and historical understanding through analysis of a particular historical period or topic, which may change from year to year. Current focus is on World War II, concentrating on historical problems rather than general coverage of the war.

#### HIC/L 203C Europe in Transition: 1200-1815

Medieval roots of modern Europe, Renaissance, Reformation, economic and geographic expansion, scientific revolution, Enlightenment, French and Industrial Revolutions.

#### HIC/L 204C The Foundations of Contemporary Europe: 1815 to the Present

Industrial revolution, rise of mass democracy, modern political parties, Marxism and class conflict, "new" imperialism, World War I and its consequences, Russian Revolution, depression, rise of dictatorships. Intellectual developments of the period.

#### HIL 216S Your Family in American History (Directed Study available)

History of student's own family in context of American history. Research in family records, interviews with family members, background reading in recent American social history.

#### HIL 223 History of the U.S. to 1877

*Prof. William McKee*

Colonial foundations of American society and culture, the American Revolution, development of a democratic society, slavery, Civil War, Reconstruction. Various interpretations of the American experience.

#### HIL 224 History of the U.S. since 1877

*Prof. Carolyn Johnston*

Transformation from an agrarian to an industrial nation. Industrial revolution, urbanization, rise to world power, capitalism, New Deal, world wars, cold war, recent developments. Social, cultural, political and economic emphasis.

#### HIC 231S Revolutions in the Modern World

*Prof. William Parsons*

Revolution as an idiographic phenomenon with examination of the French and Russian Revolutions; revolutionary leadership with emphasis on Mao Tse-Tung's role in Chinese revolution. Revolution as a comparative study. Offered in alternate years.

#### HIC 232C Global History

*Prof. William Parsons*

History of mankind from Eurasian civilization to the present. Cultural diffusion and the interaction of cultures. Reasons for rise of the West and interaction of Western ideas and institutions with the rest of the world since 1500. Offered in alternate years.

#### HIL 240 History of England to 1714 (Directed Study available)

History of England from Roman occupation to George I, and its significance for Americans. Norman Conquest, federalism, growth of common law, Parliament, Tudor revolution, Anglican Reformation, 17th century revolutions, and triumph of parliamentary oligarchy.

#### HIL 241 History of Modern Britain Since 1714 (Directed Study available)

Modern Britain from George I to present. Industrial Revolution, empire, cabinet system of government, transformation from agrarian to industrial, welfare state, loss of imperial power. Prerequisite: 240 or permission of instructor.

#### HIC 242C The Rise of Russia

*Prof. William Parsons*

Evolution from 9th century to 1801. Byzantium, Mongol invasion, conflicts with Germans, Poles and Swedes, influence of the West. Russian and Soviet historians' interpretations of the past.



**HIC 243C Modern Russia and the Soviet Union***Prof. William Parsons*

Imperial Russia, Russian revolution, continuity and change in Russia, Soviet history, Soviet Union as a totalitarian society and as a world power.

**HIC 244A Cultural History of Russia***Prof. William Parsons*

Kievan and Muscovite periods, Europeanization initiated by Peter the Great, Golden Age of Russian culture, revolutionary culture, Soviet attitudes toward culture. Permission of instructor required for Freshmen. Offered in alternate years.

**HIL 248A History and Appreciation of Modern Painting***Prof. Keith Irwin*

European painting from Cezanne through World War II. Analyzing and appreciating painting, lives and personalities of painters, schools of art, relationship with events of period. Permission of instructor required for freshmen. Offered alternate years.

**HIC 250 (Directed Study) Japanese Cultural History***Prof. Gilbert Johnston*

Culture, art, religion, literature, dominant values and political structure. Cultural patterns and values of present and past. East Asian Area Studies in recommended as prerequisite.

**HIL/I 252 (Directed Study) History of London**

Urban history of London as the first truly modern city. Visit historical sites, museums, libraries. Exposure to one of world's great cultural, financial and political centers.

**HIL 253 (Directed Study) United States History***Prof. William McKee*

Colonial foundations, American Revolution, 19th century democracy, slavery, Reconstruction, Industrial Revolution, New Deal. Social, economic and political developments shaping contemporary American society.

**HIL 261S Women and the Christian Tradition***Prof. Olivia McIntyre*

The changing role of women from early Christianity through the middle ages, the reformation, the 19th century and the contemporary world.

**HIL 301 American Economic History***Prof. William McKee*

Industrial Revolution, role of entrepreneur, rise of corporations, development of organized labor, Progressive Movement, New Deal, development of present mixed economy and prospects for future American capitalism.

**HIL 321 Women in Modern America: the Hand that Cradles the Rock***Prof. Carolyn Johnston*

Feminist theory, growth of women's movements, minority women, working women, changes in women's health, birth control, images of women in literature and film. Changes in women's position in America.

**HIL 322 The U.S. as a World Power***Prof. William McKee*

History of foreign policy: imperialism, internationalism, isolationism, pacifism, collective security, "New Left" anti-imperialism. Recent controversies over Cold War. Prerequisite: some previous work in American history or political science.

**HIL 323 From the Flapper to Rosie the Riveter: History of Women in the U.S. 1920-1945***Prof. Carolyn Johnston*

History of American women and the family, images of women in popular culture and literature, impact of the Great Depression and World War II on the family.

**HIC/L 331-332 Special Topics**

In addition to opportunities for independent study and research, faculty will occasionally offer special topics courses.

**HIL 341A Medieval-Renaissance Art and Architecture***Prof. Keith Irwin*

Art and architecture of medieval and Renaissance periods in western Europe and the character of the change in vision and artistic product. Films and slides. Permission of instructor required for Freshmen. Offered alternate years.

### **HIL 345 American Social and Intellectual History I**

*Prof. William McKee*

American culture, thought and social institutions to 1865: Puritanism, Enlightenment, 19th century democracy, slavery, racism. Prerequisite: previous college level work in American history.

### **HIL 346 American Social and Intellectual History II**

*Prof. William McKee*

American culture, thought and social institutions from 1865 to present: Darwinism, industrialism, Progressive Movement, liberal democracy in the 20th century. Prerequisite: previous college work in American history.

### **HIL 347 Recent American History: The Historians' View of Our Times (Directed Study available)**

*Prof. William McKee*

Current trends in interpreting U.S. history since World War II. Transformation of American society since 1945 and the new position of the U.S. in world affairs.

### **HIL 348 The New Deal**

*Prof. William McKee*

America during the 1930's; impact of the depression on American life, and contributions of the New Deal. Not open to Freshmen. Prerequisite: at least one course in American history, political science, or a related field.

### **HIL 350 (Directed Study) History of the British Empire-Commonwealth Since 1783**

Causes, nature and consequences of British imperial expansion in the 19th century and reasons for collapse of British power in the 20th century. Prerequisite: college course in modern European or British history.

### **HIL 351 (Directed Study) The Industrial Revolution in America**

*Prof. William McKee*

Industrial, economic and social change which produced a transformation of American society, and the reaction of Americans to these changes. Prerequisite: some previous work in American history.

### **HIL 352 (Directed Study) The Progressive Movement**

*Prof. William McKee*

One of the great movements for reform in American history: Progressivism as political movement, presidential leadership, reform of society, intellectual development. Prerequisite: previous work in American history or political science.

### **HIL 361C An Introduction to Modern France**

*Prof. Olivia McIntyre*

Political, social, economic and intellectual development of France from the revolution to the fall of DeGaulle's government.

### **HIL 363 The Renaissance**

*Prof. Olivia McIntyre*

Intellectual, cultural, political and economic conditions which interacted to create the Renaissance, and its transmission to northern Europe.

### **HIL 364 The Reformation**

*Prof. Olivia McIntyre*

Reformation theology in its political and institutional context. Theology and structure of each branch of the Reformation, and the political contexts of the various movements.

### **HIL 367 Paris and the Enlightenment**

*Prof. Olivia McIntyre*

Social, political and intellectual developments of 18th century France as manifested in the people and events of Paris. Students may pursue topics in their own discipline.

### **CUC 283C Soviet Area Studies**

### **CUC 388C Sino-Soviet Conflict**

For descriptions see **Cross-Cultural Perspective** page 36

### **AML 306S American Myths, American Values**

### **AML 307S Rebels with a Cause: Radicals, Reactionaries and Reformers**

### **AML 308S Becoming Visible: Sex, Gender and American Culture**

### **AML 309S The American Industrial State**

For description see **American Studies**, page 25

## HUMAN RESOURCES

An interdisciplinary major designed to prepare students for graduate work and/or para-professional careers in the helping fields. It has a core course program of the following:

1. Introduction to Human Resources
2. Statistical Methods
3. Ethics in the Helping Professions
4. Psychology of Consciousness
5. Human Services Administration or Organizational Behavior and Leadership
6. Community Mental Health: Theory and Methodology
7. Introduction to Clinical and Counseling Psychology

A minimum of seven other courses are required in the emphasis area or track of the student's choice, including an extensive 224 hour off-campus internship in the chosen track. Students may choose tracks in the emphasis area of their choice, such as mental health, leisure services, holistic health, youth services, early childhood, human services administration. In addition, students (in conjunction with their Mentor) have the option of individually designing their own track.

Strongly suggested courses include: Introduction to Psychology, Introduction to Sociology, Introduction to Social Work, Socialization: Male/Female.

Requirements for a minor in human resources include completion of five courses determined in cooperation with a faculty member in the human resources discipline.

### HRA 101 Introduction to Human Resources

*Prof. Sarah Dean*

Overview of the helping professions; study of life stages with accompanying needs, crises, passages; community family support systems; intervention approaches; relationships between personal values and life problems. Field trips.

### HRA 203 The Adolescent Experience

*Prof. Mark Smith*

Changes, events and circumstances of the period between childhood and adulthood. Social learning theory, going beyond and beneath stereotypes and impersonal perspectives. Prerequisite: PSB 101S or HRA 101 or permission of instructor.

### HRA 204 Socialization: A Study of Male/Female Roles

*Prof. Sarah Dean*

Socializing processes affecting men and women; social roles and their origins, sexual differences, effects on mental health and unifying aspects of masculine/feminine nature; influence of culture, understanding socialization processes. Recommended: HRA 101 or PSB 101S or SLB 101S.

### HRA/SLB 225 Introduction to Social Work

*Prof. Dana Cozad*

Introduction to profession, practice, history and value bases of social work. General systems framework utilized. Current professional trends in the local community, newspaper reading and guest lecturers. Prerequisite: HRA 101 or a behavioral science course.

### HRA 269S Leisure and Lifestyle

*Prof. Claire Stiles*

Analysis of leisure theories, concepts and principles and the identification of psychological, sociological, and economic trends that influence leisure behavior. Students develop personal leisure awareness and philosophy.

### HRA 270 Leisure Services Programming and Leadership

*Prof. Claire Stiles*

Programming principles and methods of leading leisure activities. Instruction combines lecture, group discussion, and student-led activities. Prerequisite: 101.

### HR/PSA 302 Gestalt Theory and Practice

For description see **Psychology**, page 72

### HRA 305 Human Services for Special Populations

*Prof. Claire Stiles*

Characteristics, needs and intervention implications for handicapped populations. Prerequisites: PSB 101S, SLB 101S and HRA 101.

### HR/PSA 308 Introduction to Clinical and Counseling Psychology

### HR/PSA 309 Behavior Disorders

For descriptions see **Psychology**, page 73

### **HRA 310 Activity as Therapy**

*Prof. Claire Stiles*

Activity therapy in hospitals, agencies, nursing homes, public and private institutions for the disabled, and the planning process involved in treatment. Prerequisite: HR/PSA 308.

### **HRA 321 Practicum in Leisure Services**

*Prof. Claire Stiles*

Supervised leadership experience in an approved agency setting for Junior leisure services students. Weekly class discussions and problem solving. Minimum 10 hours per week in agency of student's choice. Prerequisite: 101 and 270.

### **HRA 325 Counseling Strategies**

*Profs. Sarah Dean, Claire Stiles*

In-depth investigation of systems of counseling and growth, such as transactional analysis, client-centered, rational emotive reality as well as particular counseling strategies for women. Prerequisite: HR/PSA 308 or permission of instructor.

### **HRA 326 Counseling for Wellness**

*Profs. Thomas West, Claire Stiles*

Holistic/wellness paradigm to health — involving social, physical, emotional, spiritual, mental and vocational aspects. Theory, research, alternative health care, counseling procedures. Prerequisites: HRA 101, PSB 101S, HR/PSA 308 or permission of instructor. Offered alternate years.

### **HRA 327 Community Mental Health**

*Prof. Margaret Malchon*

Theory, practice, development and evaluation of community mental health systems. Survey of local programs; overview of prevention and early intervention strategies; practice in designing programs for the Eckerd College community. Prerequisites: PSB 101S or HRA 101, HR/PSA 308 and permission of instructor.

### **HRA 372 Leisure Counseling: Facilitating Leisure Experience**

*Prof. Claire Stiles*

Overview of leisure counseling and education leisure. Philosophical issues, historical perspectives, significance of leisure counseling in contemporary society, implementation of service. Prerequisites: 101 and 305.

### **HRA 386S Ethical Issues and the Helping Professions**

*Prof. Sarah Dean*

What makes professionals ethical or unethical? Relationships between ethics and personal and societal values explored; in-depth look at helping professions such as counseling, law, health and medicine, ministry; making ethical decisions.

### **HRA 401 Internship in Human Resources**

*Prof. Sarah Dean*

A field-based learning experience; 224 hours of off-campus placements, such as centers for drug abuse, delinquency, women's services, mental health. Prerequisite: Senior standing and permission of instructor.

### **HRA 402 Biofeedback Training: Theory Application**

*Prof. Margaret Malchon*

History, theory and practical applications of biofeedback as an intervention technique for physical and mental health problems and in wellness counseling. Instrumentation, relaxation and treatment plans. Prerequisites: PSB 101S and/or HRA 101 and HR/PSA 308.

### **HR/PSA 403 Practicum in Peer Counseling**

*Prof. Margaret Malchon*

Developing skills in interviewing, assessing individual problems and strengths. Role played and videotaped counseling sessions, supervised counseling experience appropriate to student's level. Prerequisites: PSB 101S or HRA 101, HR/PSA 308 and permission of instructor.

### **HRA 404 Human Services Administration**

*Prof. Claire Stiles*

Basic principles and distinctiveness of human service organizations, administrative tools and techniques, facilitating the change process, value tensions and coping with strategies. Junior or Senior standing or permission of instructor.

### **HRA 405 Practicum in Group Work**

*Prof. Margaret Malchon*

Theory, process and clinical applications of group counseling. Use of group techniques with different populations and settings. Video-

taped and role played group sessions. Prerequisites: PSB 101S or HRA 101, HR/PSA 308 and ED/PSA 207.

See also **Psychology** courses, page 72

## HUMANITIES

This interdisciplinary major coordinated by the Letters Collegium is a flexible way to study enduring human issues, since it is designed by a student and Mentor around a central focus (e.g., historical period, geographical area, cultural/intellectual movement) and a methodology provided by five courses from one core discipline (art, foreign language, history, literature, music, philosophy, political science, religion, sociology, theatre) and five other complementary courses. At least five courses must be beyond the introductory level. Humanities students will be encouraged to participate together in selected integrative humanities courses. A guiding committee of three faculty from disciplines in the student's program will be selected by the Junior year, which will design and evaluate the Senior comprehensive exam, or may invite the student to write a Senior thesis.

## INTERNATIONAL BUSINESS

The international business major is designed to provide students with a variety of proficiencies and experiences related to career opportunities and/or preparation for graduate work. The major is supervised by a four member faculty committee, one from foreign languages, one from the discipline offering the cultural area courses, one from the management discipline and one from International Education. Requirements for the major are:

### Language

Five courses in one language, with demonstrated conversational skills, or the equivalent.

### Area Studies

Two area studies approved by the Comparative Cultures faculty.

### Study Abroad

A winter term, summer term or semester abroad within an appropriate International Education program, or an individualized study under the direction of a member of the faculty committee.

### General Prerequisites

Introduction to Anthropology, Principles of Accounting, The Managerial Enterprise, Prin-

ciples of Marketing, Principles of Macroeconomics, a course in international political science, and a course in international economics.

### International Business

The Cultural Environment of International Business, International Marketing, International Finance and Banking, and the Senior Seminar/Comprehensive Examination. (Prerequisite to international business courses is either Statistical Methods, College Algebra, Calculus I or Introduction to Computer Science.)

International students should confer with the major faculty, as there are special requirements more suited to them.

### IB/MNC 485 International Marketing

*Prof. Joseph Bearson*

International product management, pricing in foreign markets, multinational distribution and business logistics systems, world-wide promotion programs, international market and marketing research.

### IBC/MNB 486 International Finance and Banking

*Prof. Naveen Malhotra*

International banking system, foreign exchange risk management, long run investment decisions, financing decisions, working capital management, international accounting, tax planning.

### IBC 410/498 Senior Seminar: Multinational Business Operations

Offered during winter term.

## INTERNATIONAL STUDIES

An interdisciplinary major in international studies may be built around economics, political science, history or anthropology, and may include such fields as philosophy, religion, literature, art. The major, developed with and supervised by a three member faculty committee, should form a consistent pattern of courses that focus on one foreign nation or cultural area of the world, or on a global topic involving nations from different parts of the world.

The major will include a minimum of ten courses, with at least five from one of the core disciplines. Five of the ten courses must be beyond the introductory level. The student is

## Italy Offerings

required to complete the following: at least two years of college level foreign language; at least two courses in the same cultural area of the world, one of them to be an advanced course or independent study beyond the level of Area Studies; a winter term, summer term or semester abroad within an appropriate International Education program, or individualized under the direction of one of the members of the faculty committee.

Serving as a Resident Advisor in an international residence house or as an intern with the ELS Language Center is also advised.

### ITALY OFFERINGS (Florence)

#### ITI 101/2 Italian Language

A requirement while studying in the Florence program. Classes at the Istituto di Lingua Italiano, Florence.

#### ARI 2/324 Etching

Intaglio, aquatint, soft ground, sugar life, relief printing, air brush ground, dry-point, engraving. Prerequisite: proficiency in drawing and design.

#### ARI 244 Drawing

Line, modeling, chiaroscuro, perspective, composition. Both drawing and watercolor not required; however drawing in preparation for painting expected.

#### ARI 326 Watercolor

Pigments, brushes, papers, washes, overlay, form, chiaroscuro, techniques.

#### INI 379C Florence Seminar

The history and culture of Italy, visiting art and history museums and other points of interest in Florence and vicinity. Required of all students in the Florence program.

### JAPANESE

**JAC 1/2/301 Japanese** (Offered in the fall only)

**JAC 1/2/302 Japanese** (Offered in the spring only)

*Prof. Gilbert Johnston*

Dialogues in Japanese, Romanized Japanese, and English supplemented by grammar and

usage drills. Practice in both speaking and reading. Second and third levels taught as directed studies.

### JUDAEO-CHRISTIAN PERSPECTIVE COURSE

**JCP 410 Judaeo-Christian Perspectives on Contemporary Issues (Directed Study available by petition only)**

Team-taught interdisciplinary capstone Senior seminar examines the values and perspectives of the Judaeo-Christian tradition applied to contemporary issues. Required for all Seniors.

### LINGUISTICS

For description see **Literature**, page 53

### LITERATURE

Students majoring in literature must take a minimum of eight literature courses, including at least one from English literature prior to 1800, one from English literature after 1800, and one from American literature. They will work out their schedules with their Mentors, according to individual needs. Literature majors must successfully pass a Senior comprehensive exam, covering in survey fashion English and American literature plus some methodological application; course selections should be made with this in mind. Special topics constitute an essential core of the literature program, providing discipline and focus on specialized areas which prepare students for the depth and clarity of study required for graduate school or a serious career in literature. Specific titles vary, depending on student interest, contemporary issues, and faculty research. In exceptional cases, students who have established their proficiency in literature may be invited to write a Senior thesis on a subject of their choice, in place of the comprehensive exam.

For a minor in literature students will take five courses in literature, one of which may be a writing workshop, three of which must be Eckerd College courses, and two of which must be at the 300 level or above.

**LIA 101 Introduction to Literature: Short Fiction***Prof. Sterling Watson*

Short stories and novels, concentrating on critical thinking, clear, concise written and spoken exposition, and values embodied in great works. Attendance is required.

**LIA 102 Introduction to Literature: The Four Genres***Prof. Sterling Watson*

Plays, poems, novels and short stories, concentrating on critical thinking, clear, concise written and spoken exposition, and values embodied in great works. Attendance is required.

**LIA/L 103A Readings in Poetry, Fiction and Drama: An Introduction***Prof. Peter Meinke*

Concentrating on certain novels, e.g., Gide's **The Counterfeiters**, Kafka's **The Castle**, an anthology of poetry, and a book of short stories and plays, approaching works stylistically as well as thematically.

**LIL 109 Introduction to Poetry***Prof. Julianne Empric*

Major forms and traditions of poetry through masterpieces and experiments in English and American literature. Techniques such as metrical analysis, tone, image, theme and unity.

**CRA 202A Literature and Vocation**

For description see **Aesthetic Perspective**, page 24

**LIA 202 Journalism***Prof. Howard Carter*

Basic news story, in-depth reporting, reviews, features, editorials, editing, layout, social and legal issues facing the press.

**LIL 210A Literary Themes: Literature as Human Experience***Prof. Jewel Spears Brooker*

Basic human experiences (innocence and experience, conformity and rebellion, love and hate, the presence of death) approached through great poems, stories and plays. Literature from 400 B.C. to the present.

**LIL 211A Literature for Life***Prof. Jewel Spears Brooker*

Readings chosen to give pleasure, cultivate taste, impart understanding of basic human values and concerns (love, violence, community, religion), and develop a life-long love of literature.

**LIA 221 American Literature I: The Puritans to Whitman***Prof. Peter Meinke*

Literature of 17th, 18th and 19th century America. The development and transfiguration of American attitudes toward nature, religion, government, slavery, etc., traced through literary works.

**LIL 222A American Literature II***Prof. Jewel Spears Brooker*

Survey of American literature from the mid-19th century to the present. Dickinson, Twain, James, Crane, Pound, Eliot, Frost, Stevens, O'Neill, Hemingway, Faulkner, Lowell, O'Connor, Welty and a range of contemporaries.

**LIA 225A Modern American Poetry***Prof. Peter Meinke*

Major American poets from 1900 to 1950, concentrating on the meaning and values expressed in the poems, the development of modernism, and the reflection of America as our society developed.

**LIA 226A Literary Genres: Short Novels***Prof. Sterling Watson*

The short novel and ways in which it differs from shorter and longer fiction, how literature embodies values, and practice in the enunciation and defense of reasoned critical opinions. Attendance is required.

**LIA 227A Contemporary Fiction, Contemporary Values***Prof. Howard Carter*

Writings from around the world, exploring social interaction between characters (lovers, enemies, families), between strata of society (men/women, black/white, rich/poor), and between authors and ourselves.

**LIA/ANC 230 Linguistics***Profs. Howard Carter, Hendrick Serrie*

The scientific study of language and its context: the elements of language and its uses in

## Literature

personal thought, social interaction, cultural values and institutions.

### **LI/RUC 232 Russian Classics in Translation**

For description see **Russian**, page 76

### **LIL 232 Literary Themes: Love Poetry**

*Prof. Jewel Spears Brooker*

Survey of great love poems of all times and places. Sexual love put in context of other loves, such as love of beauty, love of God, of friends and of family.

### **LI/RUC 234 Soviet Literature in Translation**

For description see **Russian**, page 76

### **LIL 235 An Introduction to Shakespeare: Motley, Murder, and Myrrh**

*Prof. Julianne Empric*

Shakespeare through sampling each dramatic genre: comedy, tragedy, history and romance. Learn to appreciate and evaluate his writings, and the characteristic distinctions among the genres.

### **LIL/THA 236/7 History of Drama I, II**

*Prof. Julianne Empric*

Two semester course; either may be taken independently. Part I includes Greek drama through the Restoration and 18th century. Part II includes pre-modern, modern and contemporary classics.

### **LIL 238 English Literature I: Beowulf to 1800**

*Prof. Julianne Empric*

General survey from the Old English to the Neoclassic period, highlighting the historical traditions which the authors create and upon which they draw.

### **LIL 239A English Literature II: 1800 to the Present**

*Prof. Jewel Spears Brooker*

General survey of British literature from 1800 to the present, including Romantic, Victorian, modern and contemporary writers. The historical tradition and outstanding individual artists.

### **LIA 240A Literature and the Erotic**

*Prof. Howard Carter*

The many forms of the erotic in literature, including the dialectic of the sexes, the pervasive sense of love in both the sensuous and the godly, self-deluding forms of infatuation, and affirmation in general as an aesthetic stance.

### **LIA 241A Great American Novels**

*Prof. Howard Carter*

Great American novels, their narrative art, their reflection of American culture, their engagement of the readers' hearts and minds, exploring some of life's great questions as revealed by masterful writers.

### **LIL 243C Modern French Culture Through Literature**

*Prof. Rejane Genz*

Twentieth century French society through translations of plays, novels, essays and autobiographies of such great French writers as Camus, Sartre, de Beauvoir, Colette, Saint Exupery, Mauriac.

### **LIA 250A (Directed Study) Children's Literature**

*Prof. Peter Meinke*

The best of children's literature in various genres. Student will do either a creative (e.g., writing children's story) or scholarly (e.g., essay on history of nursery rhymes) project.

### **LIL 250 (Directed Study) Shakespeare: The Forms of his Art**

*Prof. Julianne Empric*

For students unable to enroll in LIL 235 An Introduction to Shakespeare, or those wishing to pursue further work on Shakespeare independently.

### **LIA 2/352 (Directed Study) American Fiction: 1950 to Present, I, II**

*Prof. Howard Carter*

Students who have done little reading in this area should take 252. Those with some acquaintance with contemporary American fiction should take 352.

### **LIA 267S Literature and Medicine**

*Prof. Howard Carter*

The relationship between the sick person and the caregiver, and the relationship between



the reader and the writer who describes, and sometimes criticizes, the first relationship, to deepen understanding of health care issues.

### **LIL 271 Drama as Genre**

*Prof. Julianne Empric*

Tragedy comedy and tragicomedy: the importance of language, from poetry to slang. Writings of important critics through the ages. Theatre productions, televised plays.

### **LIA 281A The Rise of the Novel: Western Narrative I**

*Prof. Howard Carter*

Some of the great works of the Western tradition, the fantastic and the realistic, following the guided dreams of narrative and its exploration of our imaginations and our worlds.

### **LIA 282A the Modern Novel: Western Narrative II**

*Prof. Howard Carter*

Modern writers and some of the questions of modern times: alienation, depth psychology in fiction, assessments of technology and urban life, sources of hope in humanism and literary art.

### **LIA 301 Southern Literature**

*Prof. Sterling Watson*

Southern novels, short stories and plays, identifying what is "Southern" among them. Works by McCullers, Warren, Faulkner, O'Connor, Percy, Price, Porter, Ganes. Attendance required.

### **LIL 303 British Literature: 18th Century**

*Prof. Jewel Spears Brooker*

British literature from the death of Dryden to the beginning of the Romantic Age. Major writers including Locke, Swift, Pope, Addison, Jonson, Fielding, Sterne. Major Enlightenment themes and genres.

### **LI/GRC 304 The Novels of Hermann Hesse**

For description see **German**, page 45

### **LIL 305A Women as Metaphor: Investigating our Literary Heritage**

*Prof. Julianne Empric*

Investigating European, Canadian and American literature with emphasis on metaphors for women, what it is to be human, and values

choices. Conceptions of women through the ages as presented in literature.

### **LIL 308 the Dramatic Moment: the Poetry of John Donne and Ben Jonson**

*Prof. Julianne Empric*

The poetry of Donne and Jonson, comparing their ideas and techniques, their relationships to themselves, their beloved and the world, and examining perplexities held in common across the centuries.

### **LIL 309 Literary Themes: Religion in Literature**

*Prof. Jewel Spears Brooker*

Poems, stories, novels and plays which deal with religious experience. Selections from Old Testament, Dante, Herbert, Milton, Dickinson, Dostoevsky, Tolstoy, Eliot, Auden and O'Connor.

### **LIL 320 British Literature: Modern Poetry**

*Prof. Jewel Spears Brooker*

Survey of British literature from the 1880's to World War II, and an attempt to define "modernism" in poetry. Poets include Hopkins, Hardy, Yeats, Housman, Eliot, Auden and Thomas.

### **LIL 323 British Literature: the Victorian Age**

*Prof. Jewel Spears Brooker*

British poetry and prose during the reign of Victoria (1837-1901). Major writers including Tennyson, Browning, Arnold, Hopkins, Dickens, Ruskin, Hardy. Victorian themes and intellectual preoccupations.

### **LIL 324 British Literature: the Romantic Age**

*Prof. Jewel Spears Brooker*

Pre-Romantics of late 18th century through major artists of the next two generations. Burns, Blake, Wordsworth, Coleridge, Scott, Shelley, Keats, Byron. Major Romantic themes and genres.

### **LIL 325A Men and Women Together: Examining our Literary Heritage**

*Prof. Julianne Empric*

Understanding the roles (or "metaphors") for men and women involved in societal or individual choices, through the study of great works of Western literature.

### **LIL 327 Chaucer to Shakespeare**

*Prof. Julianne Empric*

Survey of major authors and forms of early English non-dramatic poetry, with emphasis on Chaucer, Spenser and Shakespeare.

### **LIA 328E Literature and Ecology: Writings About the Earth Household**

Exploring through literature the myths, ideas and attitudes which shape ecological practice. Understanding our heritage and using that knowledge to keep the earth household alive and healthy.

### **LIA 334 20th Century European Fiction (Directed Study available)**

*Prof. Howard Carter*

Novels representing various countries, dominant literary movements and most influential authors. One or more novels may be read in the original language. Prerequisite: one college level literature course.

### **LIL 338 20th Century British and American Drama**

*Prof. Julianne Empric*

Representative dramatic forms through works by O'Neill, Williams, Miller, Eliot, Osborne, Pinter, Beckett, Arden, Stoppard, and the influences which helped shape modern drama. Prerequisite: any course in drama.

### **LIA 347 Great Prose**

*Prof. Howard Carter*

Non-fiction prose, largely from the Western tradition, asking how authors use language to enquire into various topics and to lead the mind and imagination of the reader.

### **LIA 350A (Directed Study) Modern American Novel**

*Prof. Peter Meinke*

Ten or twelve major American novelists of the first half of the 20th century from Dreiser through Richard Wright. Ideas, themes and analysis of writing style.

### **LIA 351 (Directed Study) 20th Century American Women Artists and Writers (c. 1900-1935)**

*Prof. Nancy Corson Carter*

Women artists and writers in the social and cultural context of their times. Students choose

from among photography, dance, poetry, prose. Prerequisite: Sophomore or higher.

### **LI/GRC 351 (Directed Study) Life and Works of Franz Kafka**

For description see **German**, page 45

### **LIA 352 (Directed Study) American Fiction: 1950 to Present II**

For description see **LIA 252**.

### **LIA 360 Values in Contemporary British Poetry**

*Prof. Peter Meinke*

Poems of such varied contemporary poets as Hope (Australian), Heaney (Irish), Hughes, Larkin (English), Ormond (Welsh), Atwood (Canadian).

### **LIC 360 Modern Japanese Literature in Translation**

*Prof. Gilbert Johnston*

Sampling of novels, short stories and poetry written during the past century, revealing the Japanese point of view regarding themselves and the world.

### **LIA 361 Literary Criticism**

*Prof. Howard Carter*

A study of literary theory and criticism using the most important figures in the West from Plato to the present. Prerequisite: one college level literature course.

### **LI/THA 362A Film and Literature**

*Profs. Howard Carter, Richard Rice*

Elements of film production, major film genres, literary sources and analogues, and some of the critical approaches of film study.

### **CRA 365 Mothering, Fathering, Friending: Explorations in Human Nurturance**

*Prof. Nancy Corson Carter*

Interdisciplinary approach: how culture manifests the values of nurturance through myths, symbols, power, presence in our lives, affirmations, and taboos.

### **LIA 367 William Blake**

*Prof. Howard Carter*

Major works, critical interpretations and biographical material of William Blake, visionary

who anticipated some major modern concepts. Prerequisite: two literature courses or permission of instructor.

### LIL 372 Tragedy and Comedy

*Prof. Julianne Empric*

Range of periods and genres: drama, film, television. Critical opinions on what distinguishes the tragic and the comic.

### LIA 380A Images of the Goddess

*Prof. Nancy Corson Carter*

Myths, archetypes and symbols surrounding the Goddess, "god-talk," and "godthinking" through the study of Christian mystics, Jungian psychologists, contemporary poets, novelists and theologians.

### LIA 382A Poetry and Values in Contemporary America

*Prof. Peter Meinke*

Poems of post-1950 American poets, various movements that developed and the values they represent, and the difficult relations between the poet and society.

### CRA 384A 20th Century American Women in the Arts

*Prof. Nancy Corson Carter*

For description see **Aesthetic Perspective Courses**, page 24

### LIA 403 American Fiction Since 1950

*Prof. Sterling Watson*

Best of American fiction since 1950, selecting from such authors as Didion, Ellison, Malamud, Mailer, O'Connor, Kesey, Yates, Morris, Bellow. Attendance is required.

### LIL 425 Seminar on Shakespeare

*Prof. Julianne Empric*

Plays and poems, language, structure, setting, characterization, themes, traditions. Limited to Senior literature majors, with others by permission of instructor.

### LIL 430 John Milton Seminar

*Prof. Jewel Spears Brooker*

Milton's sonnets, epics, drama and prose, in the context of his life and times.

### LIL 435 T.S. Eliot and W.B. Yeats Seminar

*Prof. Jewel Spears Brooker*

Transformation of Romanticism through the works of two of the greatest poets of the past hundred years.

### LIL 440 The Mythical Method: Yeats, Eliot and Joyce

*Prof. Jewel Spears Brooker*

The narrative method of telling a story with beginning, middle and end, compared with experiments of three modern masters with an alternative method, fragments unified by reference to myth.

### LI/SPC 450/1 (Directed Study) The Artistry of Federico Garcia Lorca I, II

For description see **Spanish**, page 81

## LONDON OFFERINGS

### ARI 251 (Directed Study) A History of English Architecture

*Prof. Arthur Skinner*

For the London semester student, an introduction to the history of English architecture, from Anglo-Saxon times to the present. No prerequisites, but some contact with art or art history is recommended.

### ARI 321A Art Patronage in London 1700-c.1850

Hogarth, Reynolds, Stubbs and Turner studied in depth. Collections of George III, Sir John Soane, Duke of Wellington and other connoisseurs of the period discussed and visited.

### ECI 201S Economic and Social Problems in Britain

Contemporary problems in such areas as the industrial and class structures, economy, labor, ethnic minorities and sexual equality.

### ECI 450 (Directed Study) History of Economic Thought

*Prof. Tom Oberhofer*

The evolution of economic ideas as developed and expounded by Western economists and the linkage between changing economic ideas and socio-political conditions. Prerequisites: ECB 281S and 282S or permission of instructor.

### **EDI 351 (Directed Study) British Innovative Education**

*Prof. Molly Ransbury*

The British preschool play group, middle school, infant school, and open university as primary models for American educational innovation.

### **HII 240 (Directed Study) History of England to 1714**

### **HII 241 (Directed Study) History of Modern Britain Since 1714**

### **HII 252 (Directed Study) History of London**

For descriptions see **History**, page 46

### **INI 350 (Directed Study) The Maritime Heritage of England**

*Prof. John Ferguson*

The influence of the sea on the English nation, its contribution to economic development and the values of its people, through readings and visits to museums and historic sites.

### **INI 389C British Seminar**

Required for students in the London semester. The historical, institutional and contemporary issues of Britain, with particular attention to London. Visiting experts in various fields, excursions and readings help students develop understanding of Britain today.

The British Seminar is valid as a Cross-Cultural Perspective course in Comparative Cultures, Creative Arts and Letters. It is not valid as a Cross-Cultural Perspective course in Behavioral or Natural Sciences.

### **MNI 2/300 International Business and Management**

*Prof. Derek Davies*

Theories, techniques, institutions and processes. Similarities and differences arising from cultural, economic, political and legal differences in countries. Attention to conditions in U.S.A., Great Britain, Western Europe, Japan.

### **PLI 351 (Directed Study) History of Science in Great Britain**

*Prof. Peter Pav*

Modern science in Great Britain from 1600 to the present, concentrating on a field of scientific research and a particular British scientist of

the student's choosing. Visits to historical scientific institutions.

### **PSI 350 (Directed Study) Youth Experience in a Changing Great Britain**

*Prof. Jeffrey Howard*

The impact of recent events on British youth through face-to-face encounters and an examination of the institutions which shape their lives. Prerequisite: PSB 202 or a course in child development and consent of the instructor.

### **THI 365A Theatre in London**

London theatre, including backstage tours and guest lectures, covering drama from classical to modern. For students with a general interest in theatre, of whatever major.

## **MANAGEMENT**

The management/leadership programs are designed to prepare the student to compete effectively for entry into management/leaders careers of the student's choice through either undergraduate or pre-Masters of Business Administration programs.

### **The Three Basic Management Programs**

The management programs are designed to meet three categories of student needs: undergraduate majors in management; minors in management; and dual majors.

The management program is designed both to prepare students for entry level positions in management and to provide the necessary educational foundation for admission into MBA (Master of Business Administration) programs. Many institutions offering graduate programs in business give graduate credit or waive graduate courses where students have developed adequate proficiencies at the undergraduate level. The management curriculum is designed to maximize these benefits by providing a strong core program leading to a B.A. degree in Management.

All management majors are required to complete the following core requirements:

**Freshman** Computers and MIS or  
Introduction to Computer  
Science  
Statistical Methods

Quantitative Methods or  
Calculus I  
(or Managerial Economics,  
normally taken in the Junior or  
Senior year)

**Sophomore** Principles of Accounting  
Microeconomics  
Macroeconomics

**Junior** Business Law

The following courses may not be taken until  
the student has Junior or Senior status:

**Junior** Managerial Enterprise  
Principles of Marketing  
Organizational Behavior/  
Leadership  
Finance

**Senior** Business Policy and Strategic  
Management  
Comprehensives in Management

Concentrations in management may be elected  
in accounting, business administration, finance  
and investments, marketing, and personnel  
and human resources management. For the  
requirements of these concentrations, see the  
management faculty.

A minor in management consists of the follow-  
ing five courses: either Computers and MIS or  
Introduction to Computer Science, Managerial  
Enterprise, Principles of Marketing, Organi-  
zational Behavior, and either Principles of  
Accounting or Finance.

Students must also meet all general education  
requirements to graduate.

### **MNB/MAN 120 Quantitative Methods for Economics and Management**

For description see **Mathematics**, page 63

### **MNB/CSN 202 Cobol Programming**

Problem solving using the Cobol Language.  
Daily assignments, programming assignments,  
hour tests, final examination. Prerequisite:  
CSN 103M or 143M and permission of the  
instructor.

### **MNB/PLL 242S Ethics of Management: Theory and Practice**

*Prof. Judith Green*

Ethical theories as they relate to personal and  
organizational decisions, policies and actions.  
Analyzing situations which require moral de-  
cisions in the organizational context. Sopho-  
more or higher standing.

### **MNB 271 Principles of Accounting**

*Prof. Robert Lyon*

Accounting principles used in the preparation  
and analysis of financial statements, accumu-  
lating of business operating data and its clas-  
sification for financial reporting. Balance sheets  
and income statements.

### **MNB 272 Computers and Management Information Systems**

Decisions that must be made by managers  
pertaining to computers and information sys-  
tems. Computer terminology, hardware and  
programming, selecting computer and data  
base systems, etc.

### **BMN 273 Life Career and Personal Financial Planning**

*Profs. Ted Dowd, Naveen Malhotra*

Integration of life's values and goals into career  
objectives in order to develop a personal finan-  
cial plan to increase one's quality of life. Of  
special interest to non-management majors.

### **BMN 275 The Sex-Role Revolution in Management**

Issues related to the history, problems and  
prospects of women in management. The  
impact of the sex-role revolution on women  
and men in corporations (the course is **not** for  
women only).

### **MNB 276 An Introduction to Public Administration**

Basic concepts and processes, organization  
theory, budgeting, personnel administration,  
policy analysis, systems theory. Prerequisites:  
introductory behavioral science course and  
Sophomore or higher standing. Not offered  
every year.

### **MNB 278 Business Law**

Principles, rationale and application of busi-  
ness law and regulations. Contracts, Uniform  
Commercial Code, creditors' rights, labor,  
torts and property, judicial and administrative  
processes.

### **MNB/C 321S Consumer Behavior and Consumerism**

*Profs. Joseph Bearson, Jacqueline Nicholson*

Contributions of the behavioral disciplines  
(psychology, sociology, anthropology) to un-  
derstanding the consumer decision-making

process. The impact and value issues of the consumer movement.

### **MNB 334C Industrial and Organizational Anthropology**

*Prof. Hendrick Serrie*

Applications of anthropology in business, industry, rural development programs, foreign and domestic governmental agencies. Ethical/moral problems. Field projects. Offered alternate years.

### **MNB 361 Business History**

*Prof. George Odiorne*

The growth of managerial enterprise from Colonial to modern times, its origins and development and the individuals important in its evolution. Prerequisites: 368 and one semester of American history. For Juniors and Seniors only.

### **MNB 368 The Managerial Enterprise**

Concepts, theories and management styles of contemporary managers. Communication, motivation, planning, directing, controlling, organizing. Prerequisite: Junior or Senior standing.

### **MNB/C 369 Principles of Marketing**

*Profs. Joseph Bearson, Jaqueline Nicholson*

Principles, problems and methods in distributing and marketing goods and services. Prerequisites: ECB 281 and one introductory behavioral science course, plus Junior or Senior standing.

### **MNB 370 Organizational Behavior and Leadership**

*Prof. Bart Tebbs*

Major factors affecting behavior in organizations. Motivation, group and team dynamics, macroorganizational factors, leadership. Prerequisite: Junior or Senior standing.

### **MNB 371 Intermediate Accounting**

*Prof. Robert Lyon*

The use of accounting data in directing and controlling a company's operation. Product cost and line profitability, budgeting, profit planning, cost and financial statement analysis.

### **MNB 372 Managerial Accounting**

*Prof. Robert Lyon*

The information utilized by operating man-

agement in decision making: determination of product cost and profitability, budgeting, profit planning, utilization of standard cost and financial statement analysis.

### **MNB/C 373 Marketing Communications**

*Profs. Joseph Bearson, Jacqueline Nicholson*

Processes and functions of promotion, strategies incorporating creative use of advertising, publicity, merchandising, direct selling, and sales promotion.

### **MNB/C 374 Market Intelligence**

*Profs. Joseph Bearson, Jacqueline Nicholson*

Collection and measurement of data on market identification, sales forecasting and marketing strategy development. Market research, cost/revenue breakdowns, competitive analysis, others. Prerequisite: 369

### **MNC 375 Marketing Channels and Logistics**

*Prof. Joseph Bearson*

Comparative marketing methods. Distributing products to consumers with optimal efficiency and economy. Prerequisite: 369.

### **MNB 376 Personnel Management (Available by Directed Study for off-campus and summer term only)**

Managing human resources in an organization. Behavioral concepts, specialization, staffing, compensation, collective bargaining. Of value to management, human resources and education majors. Prerequisite: Junior or Senior standing.

### **MNB 377 Finance: the Institutional Perspective**

*Prof. Naveen Malhotra*

A survey of financial markets and institutions in both the public and private sectors and their impact on society. Prerequisites: MNB 271 and 368, ECB 281 and 282, and Junior or Senior standing.

### **MNB 378 Finance: the Investment Perspective**

*Prof. Naveen Malhotra*

Exploration of financial operations in the investment world with emphasis on the private sector. Prerequisites: MNB 271 and 368, ECB 281 and 282, and Junior or Senior standing.

## **MNB 379 Retail Organization and Management**

*Prof. Jacqueline Nicholson*

Retail merchandising, promotions, physical facilities, personnel, planning, pricing, legalities, research techniques, store images, market targets. Prerequisite: 369.

## **MN/ANC 385C The Cultural Environment of International Business**

For description see **Anthropology**, page 26

## **MNB 396/496 Personnel Planning and Industry Research I, II**

*Prof. William Pyle*

Theory and practice of personnel and human resources management (PHRM) planning and applied research in organizations. Students participate in ongoing industry research projects of the Human Resources Institute (e.g., personnel strategic planning, environmental scanning for personnel functions such as recruitment and training). Prerequisite: 376 and permission of instructor.

## **MNB 410/498 Business Policy and Strategic Management**

The management comprehensive winter term project in Business Policy and Strategic Management will fulfill the Senior Seminar requirement in management.

## **MNB 469 Federal Income Tax Accounting**

*Prof. Robert Lyon*

Tax liability determination, capital gains and losses, corporation taxes, Subchapter S corporations, partnership taxation. Outside assignments and case studies. Prerequisite: 371.

## **MNB 471 Advanced Accounting**

*Prof. Robert Lyon*

Interpretation and application of recent pronouncements of the Financial Accounting Standards Board. Balance sheets, income, changes in financial position, financial disclosure statements. Prerequisite: 371.

## **MNB 472 Fairness in Selecting and Evaluating Employees**

*Prof. Bart Tebbs*

Ethical, legal and organizational considerations, Wanous Model, discrimination, test and

evaluation fairness. Prerequisites: BEB 260M or MAN 133 and one behavioral science introductory course.

## **MNB 474 Organizational Development and Behavior Management: an Introduction and Comparison**

*Prof. Bart Tebbs*

Behavioral science principles and practices applied to organizational effectiveness and behavior modification. For management, psychology, human resources and education majors. Prerequisites: Senior standing and permission of instructor.

## **MNB 475 Investment Analysis**

*Profs. Ted Dowd, Naveen Malhotra*

Advanced investment course focusing on in-depth analysis of specific investment alternatives using the computer and other sophisticated techniques. Prerequisites: 377 or 378.

## **MNB 477 Entrepreneurship**

*Prof. Ted Dowd*

Study of talents, qualities, values and expertise necessary to conduct profit and non-profit ventures contributing to society. Entrepreneurial project. Prerequisites: 278, 369, 377 or 378, and instructor's permission.

## **MNB 479 Corporate Finance**

*Profs. Ted Dowd, Naveen Malhotra*

An advanced finance course dealing with foundations of financial management used in organization decision making. Prerequisites: 272, 377 or 378, and instructor's permission.

## **MNB 480 Proctoring in Management**

*Prof. George Odiorne*

For Senior management majors, leadership experience as group trainers using study groups from the Managerial Enterprise course. Preference given to students who have completed comps; others by permission of instructor.

## **MNB/IBC 485 International Marketing MNB/IBC 486 International Finance and Banking**

For description see **International Business**, page 51

### **MNB 496 Personnel Planning and Industry Research II**

For description see MNB 396.

### **MNB 498/410 Business Policy and Strategic Management**

For description see MNB 410/498.

### **MNI 2/300 International Business and Management**

For description see **London Offerings**, page 58

## **MARINE SCIENCE**

The marine science major provides both an integrative science background and specialized foundation work especially suitable for students planning professional careers in marine fields.

**Required for a B.S. are:** Marine Invertebrates, Marine Geology, Concepts of Chemistry I and II, Calculus I and II, Fundamentals of Physics I and II, Introduction to Physical Oceanography, and Marine Science Topics. In addition, the specified courses in one of the following tracks must be included: **Marine Biology**—Marine Botany, Cell Biology, Ecology or Marine Vertebrates, Genetics, Physiology, and Statistics. **Marine Chemistry**—Organic Chemistry I and II, Analytical Chemistry, Physical Chemistry I, Experimental Chemistry I, and an approved chemistry elective. **Marine Geophysics**—Introductory Geology, Calculus III, Differential Equations, Classical Mechanics, Exploration Geophysics, and Geodynamics.

**Required for a B.A. are:** an introductory oceanography course, Marine Science Topics, and ten other courses from the above list, of which at least three must be at the 300-400 level.

All marine science majors are urged to incorporate Sea Semester into their Junior or Senior year, or participate in an alternative field experience, possibly during winter term.

A minor in marine science consists of five courses approved for marine science, including at least one from each defined track. These must not duplicate those used by students to satisfy major requirements.

### **MSN 207E Introduction to Geology**

*Prof. William Sayre*

Mineralogy, crustal movements, volcanism,

ground and surface water, glaciation; history of the earth, its inhabitants and surface features.

### **MSN 208E Environmental Geology**

*Prof. William Sayre*

Geological hazards and our use and abuse of the earth. Methods of preservation, conservation and sustained yield.

### **MSN 242 Marine Geology**

*Prof. William Sayre*

Geological history of the oceanic environment. Marine geological and geophysical exploration techniques. Provides complete introduction to geological oceanography.

### **MSN 303 Exploration Geophysics**

*Prof. William Sayre*

A laboratory course in theory, methods and applications; computer methods and geological applications emphasized. Prerequisites: Calculus II and MSN 207E or 242.

### **MSN 305 Marine Stratigraphy and Sedimentation**

*Prof. William Sayre*

Facies and basin analysis, sedimentary tectonics. Interpretation of clastic and chemical sedimentary rocks to infer processes, environments, and tectonic settings in the marine environment. Prerequisite: 207E or 242.

### **MSN 307 Marine Geochemistry**

*Prof. David Jennings*

Sources of pollutants and products of erosion in the sea, processes of removal, radiometric dating of sediments, porewater chemistry and sediment diagnosis. Practical field and lab techniques. Prerequisites: CHN 121 and 122.

### **MSN 308E Introductory Meteorology**

*Prof. David Jennings*

The origin of the atmosphere, the scientific principles underlying weather patterns, and everyday phenomena such as cloud formations, rainbows, mirages and halos. Weather folklore and allusions in literature, and the effect of weather on history.



## MSN 342 Descriptive Physical Oceanography

*Prof. David Jennings*

Physical properties of seawater, distributions of water characteristics in the oceans, water, salt and heat budgets, circulation and water masses, waves and tides, coastal oceanography. Prerequisite: PHN 241 or permission of instructor.

## MSN 404 Geodynamics

*Prof. William Sayre*

Folding and faulting, stress and strain, elasticity, flexure, heat transfer, and rheology of rocks. Prerequisites: Calculus II and MSN 207E or 242.

For other courses meeting marine science requirements, see **Biology, Chemistry, Mathematics, Physics, Statistics, Sea Semester, and Environmental Perspective Courses.**

## MARKETING

A marketing concentration may be elected by a student as a skill area within the management major. Students electing to do so must meet requirements for the management program. See **Management** for descriptions of those requirements and courses.

## MATHEMATICS

The basic requirement for either the B.A. or B.S. degree is the completion of eight mathematics courses numbered above 233. Independent study courses in special topics in mathematics also may be used in satisfying this requirement. This wide flexibility permits a program of study to be tailored to the individual student's interests. The Mathematical Sciences Seminar is required in the Junior and Senior years. All mathematics courses taken are applicable to the collegial requirement of 12 natural science courses for the B.A. degree, and 16 natural science courses for the B.S. degree.

A minor in mathematics requires completion of five mathematics courses of which at least three are numbered above 233.

### MAN 101M College Algebra

Polynomial algebraic and rational functions and their properties. Analytical geometry/

sketching graphs, zeros of functions, mathematical induction, equations and inequalities.

### MAN 103M Trigonometry

Functions and their graphs: inverses, exponential and logarithmic functions, proving identities, solving equations and developing complex numbers. Prerequisite: 101M or two years of high school algebra.

### MAN 104M Mathematics for Liberal Arts

Applications of mathematics to real problems: graphing, equations and inequalities, probability, statistics, consumer mathematics, use of computer. Students will use calculators.

### MAN 105M Precalculus Mathematics

A combination of college algebra and trigonometry to the depth necessary for the study of calculus. Use of calculators is expected.

### MAN/MNB 120 Quantitative Methods for Economics and Management

A variety of mathematical tools are studied which are useful in helping managers and economists make decisions. Prerequisite: 101M or placement at the 131M level.

### MAN 131M Calculus I

First in two course sequence. Applications to physical sciences and economics. Prerequisite: 101M, 105M or two years of high school algebra, and qualifying score on placement test.

### MAN 132 Calculus II

Continuation of Calculus I. Exponential, logarithmic and trigonometric functions, formal techniques and applications. Taylor polynomials and infinite series. Prerequisites: 103M or 105M and 131M.

### MAN 133 Statistics, an Introduction

Probability and statistics, and their uses in the natural sciences. Prerequisite: 131M. Credit will be given for only one of MAN 133 or BEB 260M.

### MAN 143 Discrete Mathematics

Algorithms, induction, graphs, digraphs, permutations, combinations; introduction to probability, logic, Boolean algebra, differential equations. Emphasis on discrete rather than continuous aspects. Prerequisite: 131M.

### **MAN 233 Calculus III**

Three-dimensional analytic geometry, partial directional derivatives, extrema of functions of several variables, multiple integrations. Prerequisite: MAN 132.

### **MAN 234 Differential Equations**

Existence and uniqueness theorem, linear differential equations of second or higher orders, Frobenius and Laplace methods, numerical methods for solving differential equations. Prerequisite: 132.

### **MAN 236 Linear Algebra**

Vector spaces, linear transformations, matrices, eigenvalues, eigenvectors, and system of linear equations. Prerequisites: 131M and permission of instructor, or 132.

### **MAN 237 Combinatorial Mathematics**

Topics fundamental to applied mathematics that deal with finite or discrete sets. Prerequisites: 131M and permission of instructor, or 132.

### **MAN 238 Optimization Techniques**

Maximization and minimization with and without constraints; introduction to linear and non-linear programming. Prerequisite: 233.

### **MAN 333 Probability and Statistics I**

Probability theory, random variables and sampling, distribution functions, point and interval estimation, regression theory, non-parametric tests and mathematical development of topics. Prerequisite: 132 or permission of instructor. Offered alternate years.

### **MAN 334 Probability and Statistics II**

Continuation of MAN 333, which is prerequisite. Offered alternate years.

### **MAN 335 Abstract Algebra I**

Two-course sequence. Naive set theory, integers, groups, rings, integral domains, vector spaces, development of fields. Prerequisite: 132 or 236. Offered alternate years.

### **MAN 336 Abstract Algebra II**

Continuation of MAN 335, which is prerequisite. Offered alternate years.

### **MAN 337 Foundations of Geometry**

Euclidian and non-Euclidian geometry with axiomatic approach. Appropriate for prospective teachers. Prerequisite: 132 or permission of instructor.

### **MAN 341 Numerical Analysis**

Students are assumed to know a programming language such as PASCAL or BASIC, or be able to use programmable pocket calculator with permanent memory. Prerequisite: 233 or permission of instructor.

### **NAN 410 Senior Seminar in the Natural Sciences**

For description see **Senior Seminars**, page 77 and NAN 438.

### **MAN 433 Real Analysis I**

First in two-course sequence. The real numbers as a complete ordered field. Prerequisite: 233. Offered alternate years.

### **MAN 434 Real Analysis II**

Continuation of MAN 433, which is prerequisite. Offered alternate years.

### **NAN 438/410 Mathematical Sciences Seminar (2-year sequence)**

Required of all Juniors and Seniors who are majoring in physics, computer science, and mathematics. Application of the mathematical sciences with nature and folklore included.

### **MAN 499 Independent Research — Thesis**

Senior mathematics majors may, upon invitation of the mathematics faculty, do research and write a thesis under the direction of a member of that faculty.

See also **Computer Science**, page 33

## **MEDICAL TECHNOLOGY**

The Medical Technology program offers students a B.S. or B.A. degree by completing three years of general studies here and a fourth year of professional course work at a hospital which has been approved by the Council on Medical Education of The American Medical Association.

The general studies program at Eckerd College must include a minimum of eleven courses in

the Natural Sciences which are required for certification: four courses in biology (including microbiology and immunology); four courses in chemistry (including organic), one course in mathematics (normally calculus), and two courses in physics. Completion of the all-college general education requirements is expected of all graduates. Senior general education courses should be taken in advance.

The professional course work taken during the Senior year requires that the student spend 12 months in training at a certified hospital to which he/she has gained admission. The student receives college credit for the laboratory courses taken in that clinical setting. The baccalaureate is awarded on successful completion of this course work with a major in interdisciplinary science.

In addition, the student receives certification by the American Society of Clinical Pathologists (ASCP) after passing an official examination. Supervision of clinical course work during the Senior year is carried out by a Program Director (an M.D. certified in clinical pathology by the American Board of Pathology) and an Educational Coordinator (a medical technologist certified by the Registry of Medical Technologists). At Bayfront Medical Center, where we have sent most of our students, these two people are R.A. Essman, M.D., and John F. Ulrich, M.A.T. (ASCP).

## METEOROLOGY

For description see **Marine Science**, page 62

## MILITARY SCIENCE

### MLR 100 Introduction to Military Science

*Prof. Kevin Keating*

Mission, organization and contemporary issues of the U.S. Army. Leadership techniques, international relations. Possible career opportunities. A two semester course for one credit.

### MLR 200 Military Leadership

*Prof. Kevin Keating*

Principles of leadership and accomplishing goals under adverse conditions. Classroom and laboratories. A two-semester course for one semester credit.

## MODERN LANGUAGES

A major in modern languages consists of a minimum of eight courses above the elementary level in a primary language, with a Senior thesis or comprehensive exam in that language, plus four courses in a secondary language above the elementary level, as determined by the individual disciplines. The overall comprehensive exam will include the secondary language. The examining committee will consist of professors of both languages, and the proficiencies examined on the courses taken will be: understanding, speaking, reading and writing. It is strongly recommended that students include as electives courses that are related to the languages pursued. A minimum of one month of residence abroad in the environment of the primary foreign language is advised.

## MUSIC

The major in music consists of Comprehensive Musicianship courses I, II, III, IV, V and VI, plus two additional music courses. In addition, a student must be enrolled for one hour per week in applied music instruction and participation in one of the ensemble programs, operating through the music discipline during each term of residency.

A minor in music shall consist of a minimum of five courses: Comprehensive Musician I; two other Comprehensive Musicianship courses; one course elected from the discipline's offerings; approval by the discipline faculty to ensure balance in the student's program; and one performance course. The performance course may be either an applied music, or ensemble course or a combination of the two for one semester each. A student may elect to take more than one performance course, but only one will be credited toward the minor in music.

### MUA 145 Comprehensive Musicianship I: for Majors

*Prof. William Waters*

Fundamentals of tonal harmony, practice in four-part chordal writing, sightreading, ear training and analysis of simple homophonic styles. Two one-hour labs in aural skills required each week.

### **MUA 221 Introduction to Music Literature**

*Prof. Joan Epstein*

The best and most significant music of the West approached stylistically and historically, with special focus on Stravinsky's **Petrushka**. Not intended for music majors.

### **MUA 224 Jazz, its Music and Style**

*Prof. Joan Epstein*

Roots and developments of jazz, with emphasis on such innovators and synthesizers as Louis Armstrong, Thelonius Monk and Sonny Rollins.

### **MUA 226A American Music and Values**

*Prof. Joan Epstein*

Impact of the American pioneer experience on folk, popular and art music. Slave songs to electronic works. Freshmen discouraged from enrolling.

### **MUA 242 Comprehensive Musicianship II: Medieval and Renaissance Music**

*Prof. Joan Epstein*

History, theory, performance practices and cultural context of Western music from the start of the Christian era to 1600. Prerequisite: 145 or equivalent.

### **MUA 245 Choral Literature and Ensemble**

*Prof. William Waters*

Study and performance of masterworks of choral music. Concerts given both on and off campus. Chamber chorus chosen from membership of the larger group. Two semesters required for one course credit. Admission by audition with instructor.

### **MUA 246 Instrumental Ensemble**

*Prof. Joan Epstein*

Participation in small ensembles for strings, brass or woodwinds. Repertoire from Renaissance to present. Four hours per week for two semesters earns one course credit. Permission of instructor required.

### **MUA 266/7 Music Projects I**

Opportunities for study in special topics in performance, research, and areas of study not provided for in regular semester courses, by permission of instructor.

### **MUA 341 Comprehensive Musicianship III: the Baroque Period**

*Prof. William Waters*

The literature and associated stylistic analysis of music from Monteverdi through Bach (c. 1600-1750). Prerequisite: 145 or permission of instructor.

### **MUA 342 Comprehensive Musicianship IV: Music of the Classic Period**

*Prof. Joan Epstein*

Development of 18th century classical style through the music of Haydn, Mozart and Beethoven. Prerequisites: 145, 242, and 341 or permission of instructor.

### **MUA 350 (Directed Study) 20th Century Music**

*Prof. William Waters*

Important works by major composers of this century, listening to recordings of their works, along with the history of the period. Open to all students; ability to read standard musical scoring at minimal level helpful.

### **MUA 361 Advanced Tonal Harmony**

*Prof. William Waters*

A continuation of MUA 145, from modulatory techniques through the chromaticism of the late 19th century. Two one-hour labs in aural skills required each week. Permission of instructor required.

### **MUA 366/7 Music Projects II**

For advanced music students who wish to pursue work on specialized topics in depth, including composition. Permission of instructor required.

### **MUA 442 Applied Music**

Studio instruction in voice, piano, organ, string, brass and woodwind instruments. One private lesson, one hour class meeting, and a minimum of six hours per week individual practice required for two semesters, for one course credit. Permission of instructor required.

### **MUA 443 Comprehensive Musicianship V: The Romantic Period — the 19th Century**

*Prof. William Waters*

A study of the music of the 19th century from late Beethoven through Schubert, Brahms, Chopin and Wagner, among others. Prerequisite: 145 or permission of instructor.

**MUA 444 Comprehensive Musicianship  
VI: Contemporary Period**

*Prof. William Waters*

Beginning with Debussy, contemporary music through the various mainstream composers. Post World War II events, such as aleatoric, electronic and computerized composition are included. Prerequisite: 145 or permission of instructor.

**PERSONNEL AND HUMAN  
RESOURCES MANAGEMENT  
(PHRM)**

A concentration in personnel and human resources management may be elected by a student as a skill area within the management major. Students electing to do so must meet requirements for the management program. The PHRM concentration should not be confused with the human resources major which is designed to prepare students for the helping fields.

See **Management**, page 58

**PHILOSOPHY**

Students majoring in philosophy will develop with a Mentor a program with a minimum of eight philosophy courses, choosing at least two from Introduction to Logic, Introduction to Philosophy, and Ethics; at least three from the History of Philosophy four-course series; the remainder should be upper level courses representing the student's particular interests, integrative in relation to courses taken in other fields, and should help provide perspective for the whole liberal arts program.

A minor in philosophy consists of five philosophy courses, to be approved by the philosophy coordinator.

**PLL 101 Introduction to Philosophy  
(Directed Study available)**

Thoughts of such philosophers as Berkeley, James, Plato, Lucretius and Sartre. Personal philosophical thinking developed by recognizing and appreciating the philosophical thinking of others.

**PLL 102M Introduction to Logic**

*Prof. Peter Pav*

Methods of critical and logical analysis of language and thought. Helps develop critical, analytical reasoning and linguistic precision.

**PLL 201 Science in the Ancient World**

*Prof. Peter Pav*

Mesopotamian, Egyptian and Greek science, 3000 B.C. to A.D. 200. Relationship of science to philosophy. Helps scientists and non-scientists understand the roots, nature and structure of science.

**PLL 230 Philosophy of Religion**

The conceptual aspects of religion: natural and supernatural, religious experience, sources of religious knowledge, faith and reason in the past and future. Offered alternate years.

**PLL 241S Ethics**

*Prof. Judith Green*

Various systems for judging good and bad, right and wrong. Definitions of the good life, ethical theories and their application to issues such as abortion, civil rights, war and peace censorship, etc.

**PLL/MNB 242S Ethics of Management:  
Theory and Practice**

*Prof. Judith Green*

For description see **Management**, page 59

**PLL 244 Social and Political Philosophy**

*Prof. Judith Green*

Major theories of civil order which have been influential in the West. Contemporary political theory examined in light of classical tradition and historical movements. Offered alternate years.

**PLL 261A Philosophy and Film**

*Prof. Judith Green*

Viewing films, discussing them, and reading philosophical essays about film, art, believing, and the difficulties of living well. How themes from some major contemporary films reflect persisting philosophical themes.

**PLL 262S Philosophy of Sport**

*Prof. Judith Green*

Historical and contemporary philosophical analyses of the potential value of sport and the

difficulties in realizing that value. The strategic lessons, symbolic dangers and ethics of sport.

### **PLL 301 Alchemy**

*Prof. Peter Pav*

Historical study of alchemy, its theory, goals and methods, comparing the spiritual and mystical aspects of alchemy with the structure, nature and philosophy of modern science.

### **PLL 321 History of Philosophy: Greek and Roman**

The rise of philosophy, 600 B.C.-A.D. 100, with emphasis on natural philosophy. Pre-Socratics, Sophists, Stoics, Epicureans, Plato and Aristotle. Offered alternate years.

### **PLL 322 History of Philosophy: Medieval and Renaissance**

Philosophy of high middle ages: the medieval mind, Augustine, Anselm, Aquinas, Scotus, Ockham, and Renaissance philosophies. Relation between faith and reason. Not open to Freshmen. Offered alternate years.

### **PLL 323 History of Philosophy: 17th-18th Century**

Descartes through Kant as response to the Scientific Revolution. Comparison of rationalism and empiricism. Offered alternate years.

### **PLL 324 History of Philosophy: 19th Century**

Kant, German Idealism, Utilitarianism, social and scientific philosophy, existentialism, Hegel, Schopenhauer, Marx, Kierkegaard, Nietzsche, others. Offered alternate years.

### **PLL 325 History of Science**

*Prof. Peter Pav*

Physical science from 600 B.C.-A.D. 1700. Major discoveries and scientists, different approaches to science, the interrelationship between science and society.

### **PLL 342 20th Century Philosophical Movements**

Development of philosophical analysis and existentialism as the two main philosophical movements of the 20th century. Freshmen require permission of instructor. Offered alternate years.

### **PLL 344 Varieties of Marxism**

*Prof. Judith Green*

Selections from Marx, Engels, Lenin, Trotsky, Stalin; Chinese, Latin American and European interpretations of Marx. Some background in philosophy, economics or political theory required. Offered alternate years.

### **PLL 345 Symbolic Logic**

*Prof. Peter Pav*

Logic as an object of study, not an inferential tool. Derivability, completeness, analyticity, categoricity and consistency. Prerequisite: 102M or permission of instructor. Offered alternate years.

### **PLI 351 (Directed Study) History of Science in Great Britain**

For description see **London Offerings**, page 58

### **PLL 360 Philosophy of Science**

*Prof. Peter Pav*

Recent controversies on the scientific explanation between formal logical analysis and the informal, heuristic approach. Analysis of laws and theories. Examples from the history of science. Offered alternate years.

### **PLL 361 Contemporary Ethical Theory**

*Prof. Judith Green*

Major contemporary schools of thought in moral philosophy. Prerequisite: some background in philosophy, religious studies, psychology, literature or related disciplines.

### **PLL 362 Contemporary Political Philosophy**

*Prof. Judith Green*

Major contemporary schools of thought in political philosophy. Prerequisite: some background in philosophy, political science, history, economics, American studies or literature.

### **LTL/NAN 283E The Growth and Nature of Scientific Views**

### **LTL 303E The Scientific Revolution and Human Values**

### **LTL 304E Science, Technology and Human Values**

For description see **Environmental Perspectives**, page 42

## PHILOSOPHY/RELIGION

A major in philosophy/religion will include eleven courses, five in philosophy, five in religious studies, and Philosophy of Religion. The program will ordinarily culminate in a Senior thesis. Required courses in philosophy are: two from 101, 102M, 241; two from 321, 322, 324; one upper-level course. Required courses in religious studies are: 201S; one from 203C, 204C; three upper-level courses. Additional upper-level courses in each discipline are recommended, and any change in these requirements must have the approval of faculty of both disciplines.

## PHYSICAL EDUCATION

### PEB 121 Principles of Physical Education

*Prof. James Harley*

Investigating physical education as a career. Minimum 20 hours in local schools in pre-internship program. Personal interview required. Open to upperclass students.

### PEB 123 Fitness and Skills

*Prof. James Harley*

Introduction to many skills, with emphasis on promoting a lifetime of physical activity through at least one skill. Vigorous exercise program for the entire year. Medical clearance required. Open to upperclass students.

### PEB 321 Athletic Coaching

*Prof. John Mayotte*

Social-psychological problems of coaching today, the role of sports, developing a philosophy of coaching. Sports programs from youth leagues to collegiate athletics. Teaching styles, training, sports psychology.

*The following activities are available, but do not carry course credit:*

**Red Cross Advanced First Aid and Emergency Care**

**Red Cross Beginning Swimming**

**Red Cross Intermediate and Swimmer Courses**

**Red Cross Advanced Lifesaving**

**Red Cross Water Safety Instructor**

**Beginning Tennis**

**Advanced Tennis**

## PHYSICS

For the B.A. degree, students majoring in physics normally take the following courses: Fundamental Physics I, II, III, Electronics, Classical Mechanics, Electricity and Magnetism, Quantum Physics I, Calculus I, II, III. For the B.S. degree, additional courses normally included are Quantum Physics II and selected advanced mathematics courses, along with Senior Thesis, and Concept in Chemistry I, II. The Mathematical Sciences Seminar is required in the Junior and Senior years. Students may arrange independent or directed study courses in advanced subjects to suit their needs.

### PHN 241 Fundamental Physics I

*Prof. Wilbur Block*

Three course sequence, Fundamental Physics I, II, III, presents a contemporary view of concepts in elementary form. Prerequisite: MAN 131M or permission of instructor.

### PHN 242 Fundamental Physics II

*Prof. Harry Ellis*

Second of elementary physics sequence. Prerequisite: 241 or permission of instructor.

### PHN 243 Fundamental Physics III

*Prof. Harry Ellis*

Continuation of elementary physics sequence. Prerequisite: 242 or permission of instructor.

### PHN 341 Classical Mechanics

*Prof. Wilbur Block*

Particles and rigid bodies, elastic media, waves, Lagrangian and Hamiltonian formulations of dynamics. Prerequisites: PHN 242 and MAN 234 or permission of instructor.

### PHN 342 Electricity and Magnetism

*Prof. Harry Ellis*

Maxwell's equations in the study of electric and magnetic fields, AC and DC circuits. Electromagnetic wave theory introduced. Prerequisites: PHN 242 and MAN 234 or permission of instructor.

### NAN 410 Senior Seminar in the Natural Sciences

For description see **Senior Seminars**, page 77

### **NAN 438/410 Mathematical Sciences Seminar (2 Year Sequence)**

Required of all Juniors and Seniors majoring in physics, computer science and mathematics. For description see **Mathematics**, page 64

### **PHN 443 Quantum Physics I**

*Prof. Harry Ellis*

Modern quantum theory and relativity. Comparison of classical and quantum results. Prerequisite: permission of instructor.

### **PHN 444 Quantum Physics II**

*Prof. Harry Ellis*

Three-dimensional wave equation and application to hydrogen atoms. Identical particles introduced with emphasis on low-energy scattering. Prerequisite: 433 or permission of instructor.

### **PHN 499 Independent Research — Thesis**

Outstanding students majoring in physics normally are invited to engage in active research and to prepare a thesis in lieu of a Senior comprehensive exam.

### **NAN 204 Electronics**

*Prof. Wilbur Block*

Electronic circuit theory utilizing modern electronic techniques and instrumentation. Prerequisite: PHN 242 or permission of instructor.

### **NAN 205 Descriptive Astronomy**

*Prof. Wilbur Block*

Origin and evolution of the solar system, and our relationship to the universe. Telescopic observation sessions of moon, planets and stars.

### **NAN 209E Our Environment: The Universe**

### **NAN 244E Energy and Environment**

### **NAN 282E The Long Journey**

For description see **Environmental Perspective**, page 42

## **DIRECTED STUDIES**

### **NAN 150E (Directed Study) The Universe**

*Prof. Irving Foster*

A non-mathematical study of creation and evolution, starting with the Big Bang theory and concentrating on the physical universe.

### **NAN 151 (Directed Study) The World of Life**

*Prof. Irving Foster*

The creation of life, the evolutionary history of the biosphere, and the study of life in communities provide an overview of life on earth, past and present.

### **NAN 251 (Directed Study) The Futures of Humanity: Worlds of Science Fiction**

*Prof. Irving Foster*

Student will gain an awareness of the many possible futures which can grow from the potentialities already present, through a study of science fiction.

## **POLITICAL SCIENCE**

Students majoring in political science will affiliate with either the Letters or Behavioral Science Collegium. Both require the completion of Introduction to American National Government and Politics, Introduction to Comparative and International Politics, and six additional political science courses of the student's own choosing, including at least one from each member of the political science faculty other than 100 level courses. Students are encouraged to select appropriate courses supporting their studies from related disciplines. Students majoring through the Behavioral Science Collegium are also required to complete Statistical Methods.

### **POL 102S Introduction to American National Government and Politics**

*Prof. Felix Rackow*

The Constitution, federalism, political parties, pressure groups, presidential primaries, conventions, electoral problems, and the growth, functions and powers of the presidency.

### **POB 103S Introduction to Comparative and International Politics**

*Prof. Claud Sutcliffe*

How societies and the world work: how and if the world should be changed, and the values underlying such decisions; a political understanding of who gets what, how and why.



## **POL 221S Civil Liberties**

*Prof. Felix Rackow*

The interplay of politics and social and economic conditions, and the law in such areas as free speech, religion, race and sex discrimination, loyalty, poverty, and fair governmental procedures.

## **LTL 302S Justice, Law and Community**

*Prof. Felix Rackow*

Examination of such contemporary issues as the limits of freedom in a free society, public vs. private morality, religion and the state, sexual morality, poverty in an affluent society, arbitrary uses of power, and law and order.

## **POL 321 The Constitution and Government Power**

*Prof. Felix Rackow*

Examining those portions of the Constitution dealing with governmental structure, relationships and power. Interrelationship between the Courts, the President and the Congress, and between national and state governments.

## **POL 322 The Constitution and Individual Rights**

*Prof. Felix Rackow*

Examining those portions of the Constitution dealing with relations between the individual and the government (the Bill of Rights, due process, equal protection, privileges and immunities, etc.).

## **POL 323 The American Presidency**

*Prof. Felix Rackow*

The Presidency as a political and constitutional office, its growth and development from Washington to the present.

## **POB 341C Politics of Underdevelopment**

*Prof. Claud Sutcliffe*

An introduction to the politics of underdevelopment in Asia, Africa and Latin America, focusing on the causes and consequences of poverty.

## **POB 342 International Politics and World Order**

*Prof. Claud Sutcliffe*

Examining theories of world order which offer challenging theories on how to create a better world, focussing on such issues as violence, social and economic well-being, human rights, and environmental quality. Prerequisite: 103S or permission of instructor.

## **POB 344 U.S. Congress**

The U.S. legislative process with major attention to the Senate and House of Representatives. Roles of lawmakers, legislative behavior, and representative government in theory and fact. Prerequisite: 120S or 323.

## **POB 346 Political Parties in the U.S.**

Party organization and functions at national, state and county levels, and other institutions and activities competing for party functions. Prerequisite: two courses in U.S. politics or history or social organization.

## **POB 348 Urban Political Systems**

Self-government in sub-national political arenas. Prerequisites: at least Sophomore standing and two courses in politics, sociology, anthropology, economics or history.

## **POB 410 Senior Seminar in Political Science**

Description to be announced

## **POB 445 American Foreign Policy Formation**

The policy formation process examined by a study of agencies and procedures for formulating and administering U.S. foreign policy. Prerequisite: at least Junior standing and two courses in government, history or politics.

## **POB 446 Opinion and the Policy Process**

The role of opinion in American politics: survey research, elections, parties, interest groups. Prerequisite: at least Junior standing and three or more courses in political science, sociology, psychology, economics, statistics or marketing.

## **POB 466 Problems of the Future**

*Prof. Claud Sutcliffe*

The search for solutions to important social and political issues that students are likely to confront during their lifetimes.

## **PORTUGUESE**

### **PGC 101/2 Portuguese for Spanish Speakers**

*Prof. Gerald Dreller*

Brazilian Portuguese through drills in speaking, writing and understanding both written and spoken forms.

### PSYCHOLOGY

Students majoring in psychology will complete a common core of ten courses and a Senior Seminar, normally taken in the following sequence:

**Freshman year:** Introduction to Psychology (with a C or better), Statistical Methods (with a C or better), Human Learning and Cognition.

**Sophomore year:** Introduction to Clinical and Counseling Psychology, Psychology of Childhood and Adolescence, Experimental Psychology (with a C or better), Psychological Tests and Measurements.

**Junior year:** Social Psychology, Biopsychology, Personality Theory and Research, Psychology of Consciousness.

**Senior year:** History and Systems, and development of an area of special competence through advanced study, independent research, special topics, advanced courses, practicum experience where appropriate.

A minor in psychology must include PSB 201, 202, 205, 306, and PSA 308.

#### PSB 101S Introduction to Psychology

Psychological processes, behavior, empirical methods, statistical concepts, biopsychology, learning, memory, cognition, motivation, human development, personality, abnormal behavior, social processes, values issues in research and intervention in human lives.

#### PSB 201 Experimental Psychology

*Prof. James MacDougall*

Research methodology, experiments, analysis of data. Observational techniques, correlational and laboratory methods. Prerequisites: PSB 101S and BEB 260M with a C or better.

#### PSB 202 Psychology of Childhood and Adolescence

*Prof. Jeffrey Howard*

Integrative approach to physical/behavioral, cognitive/intellectual, social/emotional development from conception to the end of adolescence. Prerequisite: 101S with a C or better.

#### PSB 203 Psychology of Adulthood and Aging

*Prof. Jeffrey Howard*

Personality, perceptual, physiological, intel-

lectual and social changes beyond adolescence. Prerequisite: 101S with a C or better.

#### PSB 205 Human Learning and Cognition

*Prof. James MacDougall*

Principles of human learning, thinking, creativity, formal reasoning, information processing, problem solving and memory. Prerequisites: 101S with a C or better.

#### PSB 206S Personality and Adjustment

*Prof. Sal Capobianco*

Theories of personality, their relevance to everyday living, coping strategies, stress management, emotions and other topics on adjustment. Application of psychological knowledge to problems all of us face in our daily lives.

#### PS/EDA 207 Group Dynamics

For description see **Education**, page 40

#### PS/HRA 302 Gestalt Theory and Practice

*Prof. Thomas West*

A foundation stone in the human potential process, serving therapy, personal growth, education, creativity and self-awareness. Prerequisite: PSB 101 with a C or better or permission of instructor. Offered alternate years.

#### PSB 302 Social Psychology

The study of the individual in a social environment, group influence, past and present concepts and research. Experimental approach to understanding social forces which affect individuals. Prerequisites: PSB 101S and BEB 260M with a C or better.

#### PSB 306 Personality Theory and Research

*Prof. Jeffrey Howard*

Advanced course for psychology majors in the study of classical and contemporary approaches to personality. Prerequisites: 101S, 201, and 307 with a C or better.

#### PSB 307 Psychological Tests and Measurements

*Prof. Sal Capobianco*

Reliability, validity, psychological and measurement assumptions underlying interviews, self-report inventories, aptitude tests; major instruments and their uses; ethical issues in testing. Prerequisites: PSB 101S and BEB 260M with a C or better.

**PS/HRA 308 Introduction to Clinical and Counseling Psychology**

*Prof. Thomas West*

Overview of the helping professions, personality theory, human development, processes of counseling/therapy, research, self-awareness and assessment. Prerequisite: PSB 101S or HRA 101.

**PS/HRA 309 Behavior Disorders**

*Prof. Thomas West*

Behavior and states of consciousness judged by society to be abnormal, deviant or unacceptable, using such models for understanding as the psychoanalytic, medical, behavioristic and humanistic-existential. Prerequisites: PSB 101S and PS/HRA 308.

**PSB 309 Biopsychology**

*Prof. Sal Capobianco*

The application of neurological and neuro-physical principles to understanding such phenomena as consciousness, instinct, motivation, learning, thought, language, memory, emotion. Appropriate for Juniors and Seniors with backgrounds in psychology or natural sciences.

**PSI 350 (Directed Study) Youth Experience in a Changing Great Britain**

For description see **London Offerings**, page 58

**PSA 383S Psychology of Consciousness**

*Prof. Thomas West*

Psychology studies both behavior and consciousness. This perspective emphasizes consciousness, both normal and altered states. Theory, research, practices and new paradigms of reality, health and creativity.

**PSB 402 Research Seminar in Psychology**

Designed for students to do original research. Prerequisites: PSB 101S and 201, and BEB 260M with a C or better, or permission of instructor.

**PS/HRA 403 Practicum in Peer Counseling**

**PS/HRA 405 Practicum in Group Work**

For descriptions see **Human Resources**, page 50

**PSB 410 Senior Seminar: History and Systems**

*Prof. Jeffrey Howard*

A synthetic overview of the history and major theoretical systems of modern psychology. Prerequisites: Senior standing and major preparation in psychology.

**PS/EDA 421 Psychology for Education**

For description see **Education**, page 41

**PSA/B 499 Independent Research — Thesis**

Psychology majors may elect to devise an independent study project with one of the faculty. Directed research leading to a Senior thesis is available by invitation of the faculty only.

**RELIGION/PHILOSOPHY**

See **Philosophy/Religion**, page 69

**RELIGIOUS STUDIES/  
RELIGIOUS EDUCATION**

Students majoring in religious studies must take the basic course, Introduction to Religious Studies, and at least two courses from each of the following areas: Biblical studies, historical and theological studies, philosophy of religion and ethics, and non-Western religions. Competency in the religious studies major will be determined by successful completion of all courses and a comprehensive exam or thesis. Directed and independent study courses may be taken toward fulfillment of this major.

For a minor in religious studies a student must take five courses in the discipline, subject to the approval of the discipline staff.

An interdisciplinary concentration in religious education is also available. This concentration will entail work in three academic areas: Biblical and theological studies; psychology and counseling studies, and education studies. This concentration should appeal especially to students contemplating professional careers with church and synagogue, and to students who wish to work as lay people in religious institutions.

### **REC/L 201S Introduction to Religious Studies**

Religious experience and ideas as they are expressed in such cultural forms as community, ritual, myth, doctrine, ethics, scripture and art; synthesizing personal religious ideas and values.

### **REL 203C Old Testament Judaism**

*Prof. Stanley Chesnut*

The culture of ancient Israel, precursor to modern Judaism, through a survey of Hebrew literature of the Old Testament period.

### **REL 204C New Testament Christianity**

*Prof. Stanley Chesnut*

An introduction to the world of early Christianity, with its Hebraic Greco-Roman background, through a survey of Christian literature of the first two centuries C.E.

### **REL 210 Introduction to Christian Ethics**

*Prof. David Bryant*

Some major figures in the history of Christian ethics, with most emphasis on contemporary approaches such as Barth, Niebuhr, Gustafson, Fletcher, Ramsey, Dussell. Introduction to some of most important issues and methods.

### **REC/LTL 220C Life and Death in Indian Hindu Culture**

*Profs. Gilbert Johnston, Keith Irwin*

Traditional and modern Indian art, literature, religious life, city and village life, and the possibility of a new secular industrial culture.

### **REL 221S Religion in America (Directed Study available)**

The beliefs, behavior and institutions of Judaism and Christianity in American life. The uniqueness of the American religious experience and its impact on American institutional patterns.

### **REL 240C Non-Western Religions**

*Prof. Gilbert Johnston*

The founders of non-Western religions, their life experiences, religious views and the emergence of their teachings as coherent systems, with comparisons to the Judaeo-Christian tradition.

### **REL 241 Christian Thought and Practice Through the Centuries**

Beliefs, behavior patterns and institutional structure of the Christian Church through the past nineteen centuries. The great theological debates, episcopacy, church-state struggles, monastic movement, Reformation and modern Christianity.

### **REL 242C Archaeology of the Bible**

*Prof. Stanley Chesnut*

Archaeological methods, interpretation of results of some of the most important "digs," and the importance of such study for understanding the Bible. Prerequisite: one college-level course in Bible.

### **REC 242 The Buddhist Tradition**

*Prof. Gilbert Johnston*

Gautama's enlightenment, the Noble Eightfold Path, development of Buddhist ideas and practices as they spread from India to South and East Asia, contrasting Western religious views with those of another world religion.

### **REL 251 (Directed Study) Introduction to the Old Testament**

*Prof. Stanley Chesnut*

The history, literature and religion of the Old Testament, and the development of the Israelite religion.

### **REL 252 (Directed Study) Introduction to the New Testament**

*Prof. Stanley Chesnut*

The most important events and ideas of the New Testament, and the origins and principles of early Christianity.

### **REL 253 (Directed Study) The Life and Teachings of Jesus**

*Prof. Stanley Chesnut*

The life and principle teachings of Jesus as recorded in the Gospels of the New Testament, reading from primary sources.

### **REL 329 Theology and Human Liberation**

*Prof. David Bryant*

The growth of Latin American, black, feminist, and European political liberation theologies from earlier forms of theology, their development and contribution to the wider theology, and responses to them.

### **REL 342A Literature of the Bible**

*Prof. Stanley Chesnut*

The poetry, prophecy, law, drama, short story, proverbs, parables and epistles in one of the world's greatest collections of religious literature. Prerequisite: one college-level course in Bible.

### **REC 343C Religions of China and Japan**

*Prof. Gilbert Johnston*

Confucianism, Taoism, Shinto and religions of the modern age; changes in the face of modernization, Western pressure and secularization.

### **REL 361 20th Century Religious Thought**

In-depth survey of the major religious thinkers of the 20th century including Barth, Bultmann, Tillich, Niebuhr, Buber, Kung and Moltmann.

### **REC 370 The Zen Phenomenon**

*Prof. Gilbert Johnston*

The origins, development of thought, distinctive practices, impact on Japanese culture, and viability outside the Oriental context of Zen.

### **REL 380 The Idea of God in the Judaeo-Christian Tradition**

*Prof. David Bryant*

The problem of knowing and talking about God, the effect of the idea of God on understanding ourselves, and the development and significance of the Christian doctrine of the Trinity, historically and today.

### **REL 381 Religion and Imagination**

*Prof. David Bryant*

Philosophical and theological treatments of imagination in religion and in all of life, their implications for religion, faith and the role of intellectual reflection in religion. Focus on Christianity, but principles have broader implications.

### **REC 386E The Human Environment: Religious and Ethical Perspectives**

*Prof. Gilbert Johnston*

The role of religious values in coping with such environmental concerns as population, food and energy shortages, natural resources depletion, and pollution, along with alternate life styles.

### **REL 401 Internship in Religious Education**

Supervised, field-based experience in church work, with a minimum of 150 hours on-site experience. Permission of instructor required.

### **REL 441 New Testament Perspectives on Contemporary Issues**

*Prof. Stanley Chesnut*

Research seminar on ethical/theological principles in the New Testament on such issues as sexuality, race, war, peace, revolution, non-violence, poverty, environment, social justice, church and state. Prerequisite: Junior or Senior standing and 204C.

## **RESIDENT ADVISOR**

### **CRA 305 Resident Advisor Internship**

A year-long course for Resident Advisors at Eckerd College, beginning in autumn term. Communication, paraprofessional counseling, crisis intervention, conflict resolution, leadership training.

## **R.O.T.C.**

See *Military Science*, page 65

## **RUSSIAN STUDIES**

The program in Russian studies integrates the study of the Russian language with Russian history, literature and contemporary Soviet reality. Students must complete at least two years of college level Russian, and finish five courses dealing specifically with Russia; two in Russian history, two in Russian literature, and one in Soviet Area Studies. Each student in this program must also choose a field of specialization within Russian studies (usually language, literature, history, or social studies) consisting of at least four courses in addition to those listed above. When appropriate, these courses may be independent or directed studies, colloquia, and/or thesis preparation. All students will have an oral examination covering their entire program, in addition to the comprehensive exam in a field of specialization or a thesis.

Requirements for the minor in Russian studies include one year of Russian language and any four courses in Russian studies.

### **RUC 101/2 Elementary Russian**

*Prof. Vivian Parsons*

Intensive drill in understanding, speaking, reading and writing grammatical and conversational patterns of modern Russian.

### **RUC 201/2 Intermediate Russian**

*Prof. Vivian Parsons*

Review and completion of basic Russian grammar, and continued work on conversational skills. Prerequisite: 101/2.

### **RU/LIC 232 Russian Classics in Translation**

*Prof. Vivian Parsons*

Representative works of 19th century Russian writers including Pushkin, Lermontov, Gogol, Goncharov, Turgenev, Tolstoy and Dostoevsky. Offered alternate years.

### **RU/LIC 234 Soviet Literature in Translation**

*Prof. Vivian Parsons*

Literary and political factors in the development of Soviet literature, studying Sholokhov, Pasternak, Solzhenitsyn and other contemporary Soviet prose. Offered alternate years.

*The following two courses are taught in Russian.*

### **RUC 301 Introduction to Russian Literature and Culture**

Russian cultural heritage including a survey of Russian literature from Pushkin to Solzhenitsyn. Prerequisite: two years of college Russian. Offered alternate years.

### **RUC 302 Daily Life in Soviet Society**

Family, education, youth organizations, economic pursuits, mass media, leisure activities, etc. Prerequisite: two years of college Russian. Offered alternate years.

### **CUC 283C Soviet Area Studies**

For description see **Cross-Cultural Perspective**, page 36

For further courses see **History, Philosophy, Political Science and Cross-Cultural Perspectives**.

## **SEA SEMESTER**

An opportunity for qualified students to earn a semester of credit in an academic, scientific and practical experience leading to a realistic understanding of the sea, sponsored by the Sea Education Association, Inc.

Students spend the first half of the semester (the six-week shore component) in Woods Hole, Massachusetts, receiving instruction in oceanography, nautical science and maritime studies. They then go to sea for the second half of the semester (the six-week sea component) aboard the R/V **Westward** for a practical laboratory experience. The program may be begun at any of six times during the year. Eckerd College tuition and scholarship aid can be applied toward the cost of Sea Semester. For more information, contact the Office of International Education and Off-Campus Programs.

Block credit for four courses is awarded for the successful completion of the five topics listed below. This satisfies the Environmental Perspective requirement.

### **SMN 301 Introduction to Oceanography**

Survey of the characteristics and processes of the global ocean. Prerequisite: one semester of a college laboratory course in a physical or biological science or its equivalent.

### **SMN 302 Introduction to Maritime Studies**

A multidisciplinary study of the history, literature and art of our maritime heritage, and the political and economic problems of contemporary maritime affairs.

### **SMN 303 Introduction to Nautical Science**

Navigation, naval architecture, ship construction, marine engineering systems and the physics of sail. Prerequisite: one-semester of college mathematics or its equivalent.

### **SMN 304 Oceanographic Laboratory I (Basic)**

Shore component. Introduction to the tools and techniques of the practicing oceanographer.

### **SMN 305 Oceanographic Laboratory II (Advanced)**

Sea component. Individually designed research project; operation of the vessel.

## **SENIOR SEMINARS**

Capstone Senior Seminars are offered within the collegium of the student's major, focusing on the search for solutions to important issues that students are likely to confront during their lifetimes. These seminars may be considered as part of the student's major.

### **BEHAVIORAL SCIENCE COLLEGIUM**

#### **ECB 410 Senior Seminar in Economics**

For description see page 39

#### **MNB 410 Senior Seminar: Business Policy and Strategic Management**

For description see page 61

#### **POB 410 Senior Seminar: Problems of the Future**

For description see page 71

#### **PSB 410 Senior Seminar: History and Systems**

For description see page 73

#### **SLB 410 Senior Seminar: History of Social Thought**

For description see page 79

### **CREATIVE ARTS COLLEGIUM**

#### **CRA 410 Creative Arts Senior Seminar (Directed Study available by academic petition)**

Development of creativity from the beginning notion to the final experience, drawing from theatre, writing, art, music, education and human development; social responsibility contrasted with individual freedom.

### **COMPARATIVE CULTURES COLLEGIUM**

#### **CUC 410 Senior Seminar in the Comparative Cultures**

Description to be announced.

#### **IBC 410 Senior Seminar: Multinational Business Operations**

For description see page 51

### **LETTERS COLLEGIUM**

#### **LTL 410 Senior Seminar: A Search for Common Ground**

Examination from an interdisciplinary point of view of the intellectual, political, cultural and social changes in this century, and of the attempts to formulate new paradigms of knowledge.

### **NATURAL SCIENCES COLLEGIUM**

#### **NAN 410 Senior Seminar in the Natural Sciences**

Students will receive one course credit for participation in Junior and Senior year discipline seminars, and the joint collegium-wide seminars during the Senior year, alternating weekly between discipline and collegium-wide meetings.

## **SOCIAL RELATIONS PERSPECTIVE COURSES**

Courses in this perspective are designed to provide an organized perspective on some aspect of human social behavior in order to enhance the student's ability to function as an effective, responsible and caring member of society.

#### **AML 306S American Myths, American Values**

#### **AML 307S Rebels with a Cause: Radicals, Reactionaries and Reformers**

#### **AML 308S Becoming Visible: Sex, Gender and American Culture**

#### **AML 309S The American Industrial State**

For descriptions see **American Studies**, page 25

#### **ANC 201S The Anthropological Experience: Introduction to Anthropology**

#### **ANC 305S Culture and Personality**

For description see **Anthropology**, page 25

#### **BEB 368S Utopias**

*Prof. Tom Oberhofer*

The value implications of utopian systems. Students read and discuss seven utopian works, form task groups to design components of utopian systems, and write papers on their own individual utopias.

#### **CRA 387S Jung, Myth and Lifestyles**

*Profs. Nancy Corson Carter, Thomas West*

Interdisciplinary course combining literature, personality theory and Jungian psychology,

presenting to students psychological and literary theories of myth and exploring how the understanding of myth gives insights into human nature.

### **CSN 210S Computers and Society**

For description see **Computer Science**, page 33

### **ECB 281S Principles of Microeconomics**

### **ECB 282S Principles of Macroeconomics**

### **ECB 301S Human and Social Economics**

For descriptions see **Economics**, page 38

### **ECI 201S Economic and Social Problems in Britain**

For description see **London Offerings**, page 57

### **EDA 202S Development of the Child in Society**

### **EDA 328S The School: Locus of Culture and Change**

For descriptions see **Education**, page 40

### **HIC 231S Revolutions in the Modern World**

### **HIL 201S The Nature of History**

### **HIL 216S Your Family in American History**

### **HIL 261S Women and the Christian Tradition**

For descriptions see **History**, page 46

### **HRA 269S Leisure and Lifestyles**

### **HRA 386S Ethical Issues and the Helping Professions**

For descriptions see **Human Resources**, page 49

### **LIA 267S Literature and Medicine**

For descriptions see **Literature**, page 54

### **LTL 302S Justice, Law and Community**

For descriptions see **Political Science**, page 71

### **MNB/PLL 242S Ethics in Management: Theory and Practice**

### **MNB 321S Consumer Behavior and Consumerism**

For descriptions see **Management**, page 59

### **PLL 241S Ethics**

### **PLL/MNB 242S Ethics in Management: Theory and Practice**

### **PLL 262S Philosophy of Sport**

For descriptions see **Philosophy**, page 67

### **POL 102S Introduction to American National Government and Politics**

### **POB 103S Introduction to Comparative and International Politics**

### **POL 221S Civil Liberties**

For descriptions see **Political Science**, page 70

### **PSB 101S Introduction to Psychology**

### **PSB 206S Personality and Adjustment**

### **PSA 383S Psychology of Consciousness**

For descriptions see **Psychology**, page 72

### **REL 201S Introduction to Religious Studies**

### **REL 221S Religion in America**

For descriptions see **Religious Studies**, page 74

### **SLB 101S Introduction to Sociology**

### **SLB 223S Social Problems**

### **SLB 381S Racial and Cultural Relations**

For descriptions see **Sociology**, page 78

## **SOCIOLOGY**

The required courses for the sociology major are Introduction to Sociology, Statistical Methods, Research Design, and The History of Social Thought. In addition to these, each student selects seven other sociology courses in consultation with the Mentor.

### **BEB 260M Statistical Methods**

### **BEB 360 Research Design**

### **BEB 460 Seminar in Statistical Package for the Social Sciences (SPSS)**

For descriptions see **Statistics**, page 81

### **SLB 101S Introduction to Sociology**

*Prof. William Winston*

The study of degrees of agreement and disagreement among groups, organizations, insti-



tutions, etc., which exist in society, and what produces levels of agreement.

### **SLB 135 Self and Society**

*Prof. Michael Flaherty*

Survey of classical and contemporary analyses of relationship between human self-consciousness and socialization. Each human being is unique, but each's sense of self is shaped by others.

### **SLB 221 Juvenile Delinquency**

*Prof. William Winston*

Analyzing juvenile delinquency through examination of the collective nature of human behavior, the function of values and normative patterns, and social conflict over values and resources.

### **SLB 223S Social Problems**

*Prof. William Winston*

A study of social problems defined as a deviation from some social norm which is cherished by the general population, and which constitutes a threat to values.

### **SLB 224 Criminology**

*Prof. Patrick Henry*

The causes and consequences of crime, the historical transition of ideas about crime, types of crime such as street level, organized, corporate, government; the measurement of crime and criminal deterrence.

### **SLB/HRA 225 Introduction to Social Work**

For description see **Human Resources**, page 49

### **SLB 235 Deviance**

*Prof. Michael Flaherty*

A survey of sociological research on deviance, including suicide, nudism, alcoholism, homosexuality, mental illness, prostitution, child abuse, drug addiction and rape.

### **SLB 322 Social Gerontology**

*Prof. William Winston*

The aging process from a multidiscipline perspective including biological, social psychological and sociological aspects. Interrelationships between the elderly and the functioning of the social system.

### **SLB 324 Introduction to Criminal Justice**

*Prof. Patrick Henry*

Police, courts and corrections, criminal law, public attitudes toward crime, discretionary power of police, capital punishment, adjustments after prison release.

### **SLB 325 Community Field Experience**

*Prof. Patrick Henry*

Students choose an internship in a community serving agency such as health rehabilitation, child and family services, legal services, special education, working a minimum of ten hours a week at the agency. Prerequisites: at least Sophomore standing and permission of instructor.

### **SLB 326 the Family**

*Prof. Patrick Henry*

Family roles such as children, men, women, spouses, parents, kin examined. Ways in which family and work life interact. Dynamic changes in American family structure, and the modern nuclear family.

### **SLB 335 Social Interaction**

*Prof. Michael Flaherty*

A seminar in the study of face-to-face behavior in public places. The nature of deference and demeanor, tension between individuality and social structure, rules governing involvement, normal appearances, and role distance.

### **SLB 360 Sociology of Sport**

*Prof. William Winston*

Sport and competition and its effects, values and morality. Sport as character builder, sport and race, sex roles, children, colleges, law, economics, politics, and future trends.

### **SLB 381S Racial and Cultural Relations**

*Prof. Patrick Henry*

How racial and ethnic identity influence one's chances for health, education, work and success. Main focus is on black/white relations since the end of slave trading.

### **SLB 410 Senior Seminar: History of Social Thought**

*Prof. William Winston*

Concepts, approaches and orientations that have played a part in shaping the nature of sociology, and ideas during the 19th and 20th centuries as sociology matured.

## **SLB 420 Sociology of Religion**

*Prof. William Winston*

The relationship between religion and society, religions as social products that are created by fundamentally similar processes in all cultures. Prerequisite: 101S or permission of instructor.

## **SLB 435 Social Construction of Reality**

*Prof. Michael Flaherty*

The processes whereby "society" is manufactured such that it becomes a force external to the dynamics which produced it. Primary frameworks, the anchoring of activity, legitimation, internalization, selective attention, typification.

## **SLB 471 Social Stratification**

*Prof. Michael Flaherty*

Classical and contemporary analyses of social inequality. How systems of inequality change, social mobility, and the contrast between structures of socialistic and capitalistic societies. Prerequisite: 101S.

## **SPANISH**

A student may major in Spanish by successfully completing eight of the following courses: Intermediate Spanish, Survey of Spanish Literature, Survey of Spanish American Literature, Modern Spanish Novel, Latin American Novel, Modern Spanish Drama, Golden Age Drama, Cervantes, Advanced Conversation, and The Artistry of Federico Garcia Lorca. Study abroad in the Junior year is strongly recommended.

A minor in Spanish may be achieved by taking five courses beyond the first year level.

## **SPC 101/2 Elementary Spanish**

*Profs. Frank Figueroa, Pedro Trakas*

Intensive drill in understanding, speaking and writing Spanish. Prerequisite for 102 is 101 or permission of instructor.

## **SPC 201 Intermediate Spanish**

*Prof. Frank Figueroa*

Continuation of 101/2, with all work in Spanish. Prerequisite: 101/2 or the equivalent, or permission of instructor.

## **SPC 202 Intermediate Spanish**

*Prof. Frank Figueroa*

Literature as the basis for improving under-

standing, speaking, reading and writing Spanish. All work in Spanish. Prerequisite: 201 or the equivalent.

## **SPC 250 (Directed Study) Practicum in Spanish Teaching**

*Prof. Frank Figueroa*

Participants will assist the instructor in conducting drills, explanation of grammatical rules and improvement of pronunciation for small groups of beginning Spanish students.

## **SPC 301 Survey of Spanish Literature**

*Prof. Frank Figueroa*

Representative Spanish writers from all periods and genres of literature. Prerequisite: third-year proficiency in Spanish.

## **SPC 302 Survey of Spanish American Literature**

*Prof. Frank Figueroa*

Work of Spanish American authors with emphasis on 19th and 20th centuries. Prerequisite: third-year proficiency in Spanish.

## **SPC 401 The Modern Spanish Novel (Directed Study available)**

*Prof. Frank Figueroa*

Major novels of Spanish writers from Generation del '98 to the present. Prerequisite: 302 or permission of instructor.

## **SPC 402 Spanish American Novel (Directed Study available)**

*Prof. Frank Figueroa*

Selected works by Spanish American novelists chronologically to give clear understanding of developments in the New World. Prerequisite: 302 or permission of instructor.

## **SPC 403 Modern Spanish Drama**

*Prof. Pedro Trakas*

Works of best modern playwrights from Benavente to the present. Prerequisite: 302 or permission of instructor. Offered alternate years.

## **SPC 404 Golden Age Drama**

*Prof. Pedro Trakas*

Reading and analyzing the most representative plays of the period, with all work in Spanish. Prerequisite: 302 or permission of instructor. Offered alternate years.

**SPC 405 Cervantes***Prof. Pedro Trakas*

The life and works of Cervantes with critical analysis of **Don Quixote**. All work in Spanish. Prerequisite: 302 or permission of instructor. Offered alternate years.

**SPC 406 Advanced Spanish Conversation***Prof. Pedro Trakas*

Fluency, pronunciation, intonations, idioms, colloquialism through highly intensive practice. Prerequisite: 202 or its equivalent.

**SP/LIC 450/1 (Directed Study) The Artistry of Federico Garcia Lorca***Prof. Pedro Trakas*

Studying and analyzing the art forms engaged in by Lorca, reading his major literature. Prerequisite: 302 or permission of instructor.

**STATISTICS AND RESEARCH DESIGN****BEB 260M Statistical Methods**

Quantitative techniques for data analysis in the behavioral sciences; univariate and bivariate description, and inference. Credit will be given for only one of MAN 133 or BEB 260M.

**BEB 360 Research Design***Prof. Patrick Henry*

The techniques and applications of social science research, critical evaluation of research evidence, designing and administering a group survey project.

**BEB 460 Seminar in Statistical Package for the Social Sciences (SPSS)**

Hands-on experience with the computer as well as training in the use of the most popular computer software program in the social sciences. Prerequisite: 260M or consent of instructor.

**MAN 133 Statistics, an Introduction**

For description see **Mathematics**, page 63

**THEATRE**

The theatre program at Eckerd College has two important functions: to provide the serious and talented theatre student with the theoretical, historical and practical fundamentals

of the field; and to serve as a cultural resource for the college and community. Therefore, anyone is encouraged to join the department's creative efforts on-stage and backstage, whether student, staff or towns person.

The academic requirements for theatre majors are 12 courses in the area which will include the following core program: The Human Instrument, Basic Acting, Stagecraft, Theatre Projects (two semesters), and History of Drama (two semesters). Each student is expected to concentrate on a major creative work as a Senior project. Some time should be spent away from campus on an apprenticeship in study at a major theatre center (generally London), or on a special summer program of participation in the performance arts. The American Stage Company is based in St. Petersburg and provides professional resources for the theatre program.

**THA 101 The Human Instrument***Prof. Andra Weddington*

Exploration of the potentials for use of the body, voice, energy, sensory awareness, mind, psyche and movement, through a wide range of exercises.

**THA 102A The Living Theatre***Prof. Richard Rice*

Overview of practical and aesthetic considerations of the theatre arts, along with performance and theatre technology. Class critiques of dramatic productions on campus. Short scenes performed in class.

**THA 202A Improvisation***Prof. Andra Weddington*

Introduction to basic techniques of improvisation and theatre games. Should be viewed as a "laboratory" course. Students will work with techniques developed by Spolin, Chaiken, Kock, Grotowski, Cohen, with emphasis on controlled creativity. Permission of instructor required.

**THA/LIL 236/7 History of Drama**

For description see **Literature**, page 54

**THA 250 (Directed Study) Video Practicum***Prof. Andra Weddington*

Introduction to video camera and recording equipment, basic composition of the video

picture, taping live action and performance, and the capabilities of video as a medium.

### **THA 261 Stagecraft**

*Prof. Siobhan Schantz*

Basic principles and procedures for constructing the stage picture. Theatre terms, use of hand and power tools, set construction, scene painting and stage lighting.

### **THA 262 Theatre in the Mass Media**

*Prof. Andra Weddington*

Viewing and discussing theatrical, filmed and videotaped performances. Basic characteristics of each, the extent of their interdependence and particular problems of adaptation from one form to another.

### **THA 263 Basic Acting**

*Prof. Andra Weddington*

Development of basic tools of the actor through reading, discussion and scene work. Introduction to several approaches to the craft of acting: Stanislavski, Cohen, Hagen, Koch, Grotowski.

### **THA 266 Theatre Projects**

Laboratory experience in performance and production. Completion of three units chosen from: production (lights, publicity, costumes, sound, scenery, props, makeup, management) and performance (audition repertory, touring, main-stage, studio, choreography).

### **THA 267 Musical Theatre Workshop**

*Prof. Richard Rice*

History and performance technique of the musical, America's unique contribution to theatrical arts. Derivation and stylistic development of the form; artistic aspects of performance through laboratory production of scenes.

### **THA 276 Dance I**

An introduction to jazz emphasizing strength, flexibility, and development of a movement vocabulary. A study of dance history. Active technique class, with performing opportunity.

### **THA 322A Communication Arts and Persuasion**

*Prof. Richard Rice*

The principles, values, forms and effects of persuasive public communication. Film and videotape examples. Experience in analysis,

reasoning, evidence and organization of the persuasive speech.

### **TH/LIA 362A Film and Literature**

For description see **LIA 362A**.

### **THA 363A Ensemble Theatre**

*Prof. Andra Weddington*

Advanced work with improvisation and group-theatre. Development of performable work through improvisation. Introduction to performance art. Should be viewed as a "laboratory" course. Permission of instructor required.

### **THA 366 Characterization and Scene Study**

*Prof. Andra Weddington*

Continuation of THA 263 emphasizing character development, concentrating on role analysis, motivation, inter-character relationships, and incorporating improvisational rehearsal techniques. Participation in campus production expected. Prerequisite: 263 or permission of instructor.

### **THA 367 Theatre Internship**

Supervised work in college, community and professional theatre companies on internship basis. One to four course credits, depending on amount of time involved. Permission of instructor required.

### **THA 370A Scenic Design**

*Prof. Siobhan Schantz*

Principles for creating the entire theatre environment: scenery, lighting, sound, costume, makeup. Theatre as art, the scenographic process, working drawings, painting and lighting techniques.

### **THA 372 Directing**

*Prof. Richard Rice*

Study and practice of play-directing theories and techniques: analysis of play, rehearsal process, organizational procedures from script to production. Productions provide menu for Lunchbox Theatre Series. Prerequisite: 263 or equivalent experience.

### **THA 376 Dance II**

Study of jazz plus an introduction to dance composition. Active technique class, dance composition projects, and performing oppor-

tunity. Prerequisites: Dance I or previous experience and permission of instructor.

### **THA 377 Choreography**

A study of dance composition beginning with basic elements of movement and culminating in a student work. Performing opportunity. Prerequisites: Dance II, or previous experience and permission of instructor.

### **THA 381A Seminar in Theatre: Theory and Values**

*Prof. Richard Rice*

Reality, illusion, roleplaying, stereotypes, scripting, motivation — terms used in theatrical practice and everyday life in our search for understanding human behavior. Masterpieces of drama reveal why their treatment of the human condition enhances our value systems.

### **THA 450 (Directed Study) Alternative Theatre**

*Prof. Andra Weddington*

Exploration of major types of non-traditional theatre forms of the past 30 years, and production techniques appropriate to those forms.

### **THA 461 Scenic Arts I: Costume Design**

*Prof. Siobhan Schantz*

The elements, design and construction of stage costuming. The designer's role, costume periods. Fabrics, sketching, rendering and research. Each student will produce four major designs.

### **THA 462 Scenic Arts II: Scene Design**

*Prof. Siobhan Schantz*

Play analysis and research for creating scenic designs. Drawings, ground plans, renderings, model making. Each student will produce four major designs.

### **THA 463 Scenic Arts III: Lighting Design**

*Prof. Siobhan Schantz*

Theory and practice of various styles of stage lighting. Hanging and focussing instruments, light plots, instrument and dimmer schedules. Light boards, color media, electricity. Each student will produce four major designs.

### **THA 466 Advanced Acting Styles**

*Prof. Andra Weddington*

Greek, Roman, Medieval, Commedia, Shakespearean, Restoration, Naturalistic and Modern acting styles: movement, timing, language, rhythm. Daily scene work, research in each period, play readings, final performance in each style. Prerequisite: 263 or consent of instructor.

### **THA 467 Projects in Acting**

*Prof. Andra Weddington*

Performance of a major role in a full length play, or of several smaller roles, accompanied by an in-depth study of various tactics for characterization, applicable to the role in question. Prerequisite: 366 or 466, or permission of instructor.

### **THA 473 Advanced Directing**

*Prof. Richard Rice*

Develop a personal directing style to meet the requirements of a given script, whether period or modern piece. Each director prepares at least two examples for an audience. Critique discussions. Prerequisite: 372.

## **VISUAL ARTS**

See Art, page 27

## **WESTERN HERITAGE**

### **WHF 181 Western Heritage I**

The first course in general education introduces values through the study of the Sumerian, Greek, Roman and Medieval worlds, using masterworks of Western civilization.

### **WHF 182 Western Heritage II**

Exploring the Renaissance, the Enlightenment, the 19th and 20th centuries, through literature, the arts, scientific accomplishments, and other major intellectual endeavors.

### **WHF/CUC 183C U.S. Area Studies**

Open to international students only. A contemporary view of the U.S. and a limited survey of its past, size and diversity. Required for all degree-seeking international students.

### **WHF 184 Western Heritage (Honors)** (Directed Study available by permission only)

The Freshman course for students in the Honors Program. Students meet twice a week for the academic year and are awarded a course credit. Admission is by application to the Honors Program Director.

### **WINTER TERM PROJECTS**

Descriptions of winter term projects are published in a separate brochure.

### **WRITING WORKSHOP**

See **Creative Writing**, page 35

## **AUTUMN TERM PROJECTS FOR FRESHMEN**

### **FOUNDATIONS COLLEGIUM**

Autumn term is a three-week introduction to college life for Freshmen, consisting of one academic project, plus orientation, testing, and registration. New students choose from among fifteen or more courses offered by the professors who thus become their Mentors (advisors) and their Foundations instructors for the Freshman year. Typical autumn term offerings in recent years have included Women and Fiction, Food in History, Geology of Beaches, The Computer: Slave or Master, Health Psychology, and The Sociology of Sex Roles. See the autumn term brochure available

from Foundations or Admissions.

### **FDF 1 Living in the USA (especially for international students)**

*Profs. Carolyn Johnston, Dudley DeGroot*

Introduction to living in the U.S. and Florida, analyzing everyday problems, college living, comparative customs, systems, attitudes, American literature, health care, police matters, sports, working, education, religion, politics, improving language skills. Resource people, field trips. Daily journal, analytical papers, final project reflecting autumn term experiences.

## **WINTER TERM PROJECTS**

Neither regular semester nor directed study courses are taken as winter term projects. Off-campus independent study projects may be taken only by students above Freshman standing for whom the off-campus location is essential to the nature of the project itself.

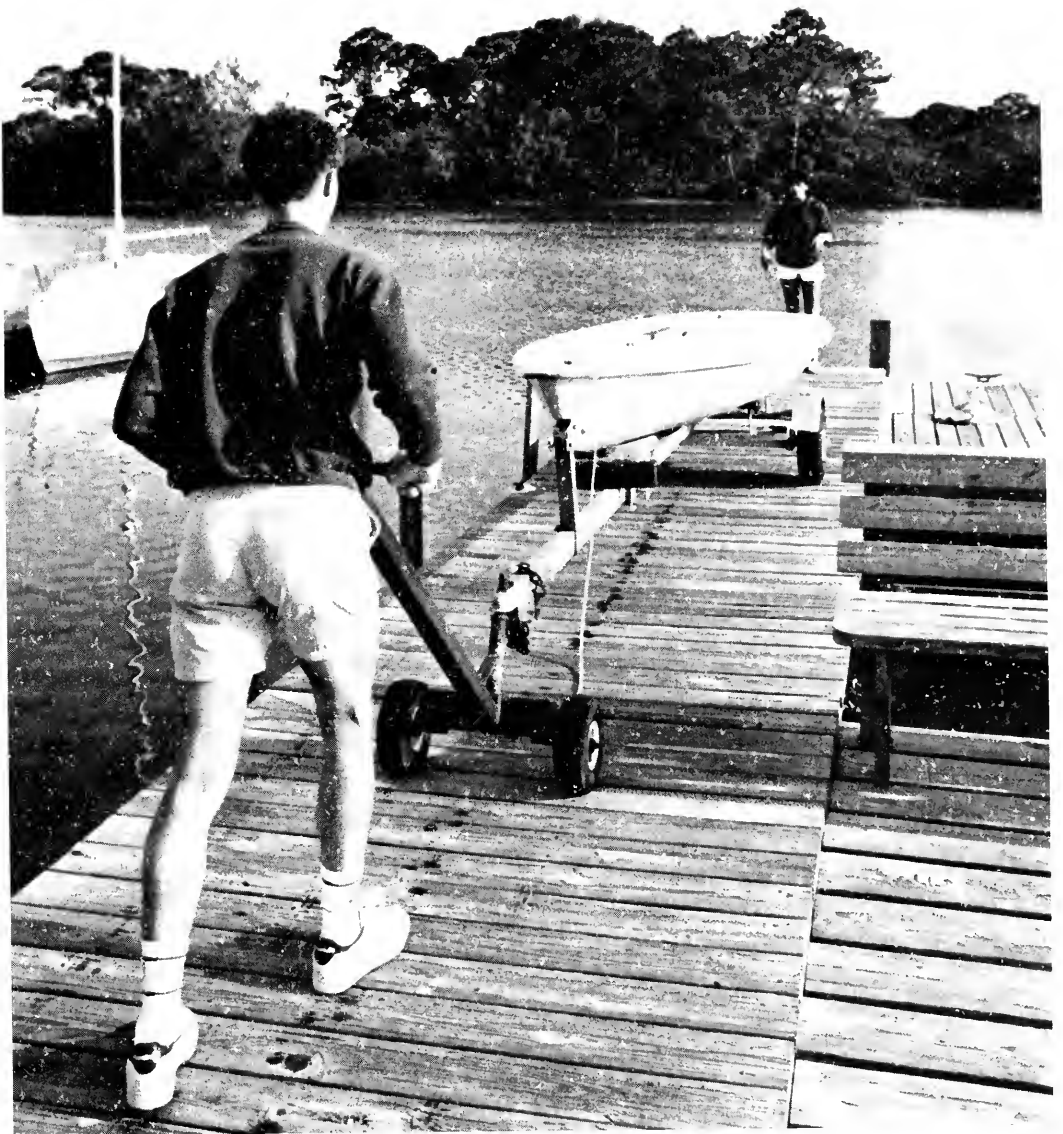
Descriptions of winter term projects are published in a separate brochure, available about June 1 of each year. The winter term brochure contains complete information on registration and other procedures related to winter term. Additions and corrections to the winter term projects listing are published early in the fall semester.

As an indication of the range of educational opportunities available through Eckerd College during the winter term, the following is a list of project titles offered in the past.

**On Campus:** Theatre Production; Clay Workshop; Raku Technique; Project in Elementary Education Methods; Fiber Art; Women in Sport; Music in the Twenty-First Century; Subcultures and Deviance; Psychology and Medicine; Operation Enterprise (American Management Association); Management in

the year 2000; Human Ecology; The Energy Problem: Now and the Future; Simple Living; The Economics of Public Issues; Speaking Russian; Developing Expository Writing; Images of Women in French Literature; The South in American History; The Art of Biography; The New Religions; Perspectives on Violence; Florida's Exotic Plant Life; The Basics of Color Photography; Mathematical Modeling; Computer Project; Chemistry, The Environment and the Future.

**Off-Campus:** Music in England; The Lively Arts in London; The Economic Effect of Management, Government, Labor Unions on Technology, Trade and Productivity in Great Britain; Roots: Novelists on Their Home Ground; English Cultural Heritage; Social Issues in Contemporary Britain; English Science Fiction and Fantasy; International Banking in the Caribbean (Cayman Islands); The Dry Tortugas Expedition on the Brig Unicorn; The Art and Architecture of Renaissance Florence and Venice; Mexico: Language and/or Culture; Shapes of the Land of Enchantment (New Mexico).





## CAMPUS AND STUDENT LIFE

At Eckerd, learning and standards are not viewed as restricted to the classroom. The college cherishes the freedom that students experience in the college community and in the choices they make concerning their own personal growth. At the same time, each student, as a member of a Christian community of learners, is expected to contribute to this community and to accept and live by its values and standards: commitment to truth and excellence; devotion to knowledge and understanding; sensitivity to the rights and needs of others; belief in the inherent worth of all human beings and respect for human differences; contempt for dishonesty, prejudice and destructiveness. Just as Eckerd intends that its students shall

be **competent givers** throughout their lives, it expects that **giving** shall be the hallmark of behavior and relationships in college life. Just as Eckerd seeks to provide each student with opportunities for learning and excellence, each student is expected to play a significant part in the vitality and integrity of the college community.

As an expression of willingness to abide by these standards every student upon entering Eckerd College is expected to sign a promise to uphold the statement of **Shared Commitment** that guides student life on campus. For a full description of the **Shared Commitment**, see page 4.



## THE CITY

St. Petersburg is a vibrant city in its own right, and St. Petersburg, Tampa, and Clearwater together form a metropolitan area of over one million people with all the services and cultural facilities of any area this size.

St. Petersburg and nearby cities offer art museums, symphony orchestras, and professional theatre, in addition to road show engagements of Broadway plays, rock concerts, circuses, ice shows, and other attractions for a full range of entertainment.

The St. Louis Cardinals and the New York Mets baseball teams maintain headquarters in St. Petersburg for spring training, and there are major golf and tennis tournaments in the area. Professional football fans can follow the Tampa Bay Buccaneers, and professional soccer fans, the Tampa Bay Rowdies.

Southern Ocean Racing Conference sailing races are held every year, as well as many regattas for sail and power boats. Fine public beaches on the Gulf of Mexico are within bicycling distance of the Eckerd College campus, as are public golf courses.

St. Petersburg has a pleasant semi-tropical climate with a normal average temperature of 73.5 degrees F. and annual rainfall of 51.2 inches.

## THE CAMPUS

Situated in a suburban area at the southwest tip of the peninsula on which St. Petersburg is located, Eckerd's campus is large and uncrowded — 267 acres with over 1¼ miles of waterfront on Boca Ciega Bay and Frenchman's Creek. There are three small lakes on the campus, and the chapel is on an island in



one of them. The 64 air-conditioned buildings were planned to provide a comfortable environment for learning in the Florida climate. Professors and students frequently forsake their classrooms and gather outdoors in the sunshine or under a pine tree's shade. Outdoor activities are possible all year; cooler days during the winter are not usually severe.

## RESIDENTIAL LIFE

Eckerd College has seven residential complexes, each consisting of four houses that accommodate 34-36 students. Most of the student residences overlook the water. Each house has a student Resident Adviser who is available for basic academic or personal counseling and is generally responsible for the house operation. Residence houses are self-governed.

## STUDENT GOVERNMENT

Activities, projects, and programs developed and financed in the student sector are managed by the Eckerd College Organization of Students (ECOS), whose membership consists of all



matriculating students, full and part-time, at Eckerd. Each year, ECOS is responsible for the allocation of student fees for extra-curricular activities.

## **STUDENT ACTIVITIES**

Eckerd believes that student life should be as full and rich as possible, both in the classroom and outside it. We provide a broad range of campus activities — and if you cannot find something that suits your interests, we encourage you to start a new group of your own. Your free time can be as interesting as you want to make it.

## **BROWN HALL COLLEGE CENTER**

The College Center serves as the hub for recreational and social activities. The facilities include a snack bar, gameroom, conversation lounge, seven foot television, and Pub. The College Center provides the opportunity for student directed programs and committees to develop activities and services for the Eckerd community.

## **ENTERTAINMENT AND CULTURAL ACTIVITIES**

The College Program Series, jointly planned by students, faculty and administration, is designed to enhance the intellectual, religious and cultural life of the college community through bringing well known scholars, artists and distinguished Americans to the campus each semester.

The Student Activities Board sponsors movies, coffee house programs, dances, and concerts featuring local and nationally known artists, and is a co-sponsor of the annual Black Symposium and Black History week. Films on topics pertaining to the academic program are shown regularly.

The music, art, and theatre disciplines sponsor a number of events throughout the year. There are student and faculty recitals, programs from the concert choir and chamber ensemble, exhibitions by student and faculty artists, dance performances, and a series of plays produced by the theatre workshops.

## **STUDENT PUBLICATIONS**

Publications are funded by the Student Association and fully controlled by the students themselves. Student media include WECR, the campus radio station, ECK-TV, the campus television station; *Impact*, a monthly magazine; *The Tethered Muse*, a literary magazine featuring artwork, prose, and poetry by members of the entire campus community; and *The Eck Book*, the student handbook.

## **ORGANIZATIONS AND CLUBS**

If there is enough student interest to form a club or honorary society, one may easily be chartered. Organizations which have been student-initiated include the Afro-American Society, Biology Club, Choir, Circle K, College Bowl Society, International Students, Omicron Delta Kappa Leadership Society, Roteract, Pre-Law Club, Alcohol Awareness Club, Big Brothers/Big Sisters, the Triton Sailing, Waterskiing and Boardsailing Teams, and Athletic Boosters.

## **RELIGIOUS LIFE**

The College Chaplain directs the Campus Ministry Program, a joint effort of students, faculty and staff. The program provides religious activities in a Christian context and assists individuals and groups of other religious persuasions to arrange their own activities. Worship services, special speakers and emphasis weeks, small group studies, service projects and fellowship activities are provided through the program. The Chaplain serves as minister to students, faculty and staff, is available for counseling or consultation, and works closely with the Student Affairs staff to enhance the quality of campus life.

Regardless of your background, you are encouraged to explore matters of faith and commitment as an integral part of your educational experience. We believe that personal growth and community life are significantly strengthened by encounter with the claims of the Christian faith and the values of the Judaeo-Christian tradition.

## **WATERFRONT PROGRAM**

Eckerd's Waterfront Program, one of the largest collegiate watersports programs in the Southeastern U.S., is one of the most exciting recreational opportunities on the campus. The facil-

ities, located on Frenchman's Creek, include boathouse, support buildings, docks, ramp, hoist, fishing, snorkeling, camping and water-skiing equipment, a fleet of sailboats, canoes, sailboards, and a Correct Craft Ski Nautique. If you own a boat, you can arrange to store or dock it here.

A unique feature of the Eckerd Waterfront is the community member's ability to use the facilities without membership in a formal club or organization. There are, however, many clubs and teams sponsored by the Waterfront for those interested. The Triton Sailing Team sails in sloop and single-hand competitions against schools from Charlestown to Gainesville in SAISA (the South Atlantic Inter-Collegiate Sailing Association), while the Triton Boardsailing Team competes in regattas both in and out of the collegiate circuit. Members of the Triton Waterski Team compete in trick, slalom, and jump events against schools throughout the Southern Conference. The Watersports Association is made up of students and staff who have a variety of watersports interests; recreational activities are planned throughout the year.

One of the Waterfront's most unique student organizations is Eckerd College Search and Rescue (EC-SAR) which is a highly trained group of students and alumni who provide maritime search and rescue services to the Tampa Bay boating community. Working closely with the U.S. Coast Guard and many local and state agencies, members give a high level of dedication, skill and commitment to public service and have received many national and local awards and commendations.

Waterfront classes are offered throughout the school year. Sailing classes are taught at all levels on both small sloops and larger yachts. Normal class offerings include beginning, intermediate, and cruising sailing, boardsailing, and scuba diving. Informal dockside instruction is offered during the afternoons by waterfront staff and volunteers.

## COUNSELING SERVICES

There will be times during your college career when you will want advice. For academic advice the place to start is with your Mentor or with any of your professors. You are welcome to seek the counsel of any administrator in Student Affairs or elsewhere. The Counseling Center provides both individual and group counseling for students who are experiencing personal problems or would like to improve their level of personal well-being. Counseling may provide support for individual growth, improving skills in handling relationships, and exploring stress management techniques. The Counseling Center is staffed with a psychologist capable of skilled listening, understanding and assistance. For further clarification of counseling services, please refer to *The Eck Book*.

## HEALTH SERVICES

Eckerd's medical service is directed by a physician who is at the Health Center two hours every Monday through Friday. A registered nurse is on duty 8 a.m. to midnight, Monday through Friday. Medicines may be purchased



for minimal fees. Brief stays in the Health Center may be arranged for minor illness; otherwise community hospitals are used. The college notifies parents when community hospitalization is necessary.

All students must file an official health form as part of the admissions procedure. Treatment in the Health Center may not be available until this form is received. Health insurance is provided for all students and is included in the total comprehensive fee. The student health policy includes maximum coverage of \$3,000 for accidents only (which must be reported within twenty days of the accident). It also includes coverage for a \$35 medical consultant fee when ordered by the college physician. The policy covered by total comprehensive fees is for nine months only. Optional summer coverage may be purchased for \$5 additional, paid by the student. An optional coverage for sickness may be obtained by paying an additional fee. The amount of coverage and the fees are subject to change.

## MINORITY STUDENTS

As evidence of its active commitment to recruit and encourage minority students, Eckerd supports a number of programs in this field. Special weekend visits to the campus give minority students who are considering Eckerd College a chance to view the college, visit the

faculty, live in the dorms, and talk with other students.

The Afro-American Society helps plan a full range of programs for its members and the campus community, including Black History Month and the Black Symposium. The office of Minority Student Affairs is available to provide assistance for any special needs of minority students.

## DAY STUDENTS

Students who are married, are over 22 years of age, or who live with their family are provided with campus post office boxes to receive communications. Opportunities for participation in campus sports, activities, cultural events, and student government (ECOS), are available to day students and are coordinated and communicated by the Day Student Program. All cars, motorcycles, and bicycles are registered by the Physical Plant staff.

## ATHLETICS FOR MEN AND WOMEN

Eckerd College is a member of the National Collegiate Athletic Association. Men play a full intercollegiate schedule in baseball, basketball, cross country, golf, soccer and tennis. Women's intercollegiate sports include basketball, cross country, golf, softball, tennis, and volleyball. Cross country and golf are co-educational sports. The college is a member of the Sunshine State Conference, and both men and women play NCAA Division II competition.

Intramural sports are organized as competition among houses. Day students compete with house teams. All students are eligible to participate in the wide range of intramural activities, which include football, softball, soccer, volleyball, basketball, tennis, billiards, table tennis, street hockey, bowling and chess. In addition, sports clubs may be organized around swimming, sailing and canoeing. The McArthur Physical Education Center houses locker rooms, Physical Education faculty offices, two basketball courts, a weight room, four badminton courts, and three volleyball courts. The campus also has six new tennis courts, a swimming pool, and acres of open space where you can practice your golf swing. An exercise-fitness course winds through the campus.



# ADMISSION

Eckerd College seeks academically qualified students of various backgrounds, national and ethnic origins. Further, we seek students who show evidence of being competent "givers" and who therefore show promise for making positive contributions to fellow members of the Eckerd College community. When you apply, we will look at your academic performance in liberal arts courses (mathematics, science, social studies, language and literature, creative arts). We will also consider your performance on the college entrance examinations (ACT or SAT). Students whose native language is not English can choose to replace the ACT or SAT with the TOEFL examination. Achievement tests are not required but are highly recommended. Your potential for personal and academic development is important and in this respect we will look closely at your personal essay, record of activities and recommendations from your counselors or teachers. Admissions decisions are made by the Admissions and Scholarship Committee which includes faculty and students. Decisions are made on a rolling basis beginning in October and continuing through the academic year for the following fall. Students considering mid-year admission for either winter term (January) or spring semester (February) are advised to complete application procedures by **December 1**. Applicants for fall entry should complete procedures by **April 1**.

## FRESHMAN ADMISSION

High school Juniors and Seniors considering Eckerd College should have taken a college preparatory curriculum. Our preference is for students who have taken four units of English, three or more units each of mathematics, sciences and social studies, and at least two units of a foreign language. Although no single criterion is used as a determinant for acceptance and we have no automatic "cutoff" points, the great majority of students who gain admission to Eckerd College have a high school average of B or better in their college preparatory courses and have scored in the top 30 percent of college-bound students taking the ACT or SAT.

## APPLICATION PROCEDURES FOR FRESHMEN

1. Request application forms in Junior year or early in Senior year from Dean of Admissions.
2. Complete and return your application to the Dean of Admissions, with an application fee of \$15 (non-refundable) at least two months prior to the desired entrance date. Students who are financially unable to pay the \$15 application fee will have the fee waived upon request.
3. Request the guidance department of the secondary school from which you will be graduated to send an academic transcript and personal recommendation to: Dean of Admission, Eckerd College, Box 12560, St. Petersburg, Florida 33733.
4. Arrange to take the Scholastic Aptitude Test, offered by the College Entrance Examination Board or the ACT Test Battery, offered by the American College Testing Program. Take your test in spring of Junior year or early fall of Senior year.

## TRANSFER ADMISSION

Eckerd College welcomes students from other fully accredited colleges, universities, junior and community colleges. Applicants are expected to be in good standing at the institution last attended and eligible to return to that institution.

## APPLICATION PROCEDURES FOR TRANSFER ADMISSION

1. Complete and return application form to the Dean of Admissions with an application fee of \$15 (non-refundable) at least two months prior to the desired entrance date (see calendar for various entry points).
2. Request that official college transcripts be sent to us from every college or university you have attended.
3. Send us record of college entrance exams (SAT or ACT).
4. Request a letter of recommendation from one of your college professors. This may be waived upon request for students who have been out of college for several years.
5. If you have been out of high school for less than two years, we will need a copy of your high school transcript.

## EVALUATION AND AWARDING OF TRANSFER CREDIT

After you have been accepted for admission your transcript will be forwarded to the College Registrar for credit evaluation. All transfer students receiving the Associate in Arts degree from a regionally accredited college will be admitted with Junior standing at Eckerd.

Applicants who have earned credits more than five years ago, or whose earlier academic records are unavailable or unusual are requested to direct special inquiry to the Admissions Office.

The transfer of credit from other accredited colleges and universities depends upon the comparability of the courses taken to those offered at Eckerd College and the approval of the academic discipline concerned. In general, courses in the liberal arts are transferable. Grades below C are not acceptable for transfer.

## PROCEDURES AFTER ACCEPTANCE

All students who have been accepted for admission are asked to deposit a \$100 acceptance fee, within thirty days of acceptance or within thirty days of a financial aid award. This fee is refundable until **May 1** for fall applicants, but is not refundable for mid-year applicants. Students who are accepted after **November 15** for mid-year entry or after **April 15** for fall entry will be expected to reply within fifteen days of acceptance with a \$100 non-refundable fee. The acceptance fee is applied toward tuition costs and credited to the student's account.

A Student Information Form and a Health Form are sent to all accepted students. The Student Information Form should be returned within two weeks of acceptance or should accompany the acceptance fee. This form enables us to begin planning for needs of the entering class of residential and commuting students.

The Health Form should be completed by your personal physician and forwarded to the Admissions Office prior to the enrollment date.

## EQUIVALENCY CERTIFICATES

Students who have not completed a high school program but who have taken the General Education Development (GED) examinations may be considered for admission. In addition

to submitting GED test scores, students will also need to supply ACT or SAT test results.

## ADMISSIONS INTERVIEW

Students considering Eckerd College are strongly urged to visit the campus and have an interview with an admissions counselor. We also encourage you to visit a class and meet students and faculty members. An interview is not a required procedure for admission but is always a most beneficial step for you the student, as well as for those of us who evaluate your candidacy.

## EARLY ADMISSIONS

Eckerd College admits students who wish to enter college directly after their Junior year in high school. In addition to regular application procedures outlined above, early admission candidates must submit a personal letter explaining reasons for early admission; request two letters of recommendation from an English and a mathematics teacher; and come to campus for an interview with an admissions counselor.

## DEFERRED ADMISSION

A student who has been accepted for admission for a given term may request to defer enrollment for up to one year. Requests should be addressed to the Dean of Admissions.

## ADVANCED PLACEMENT

Eckerd College awards course credit on the basis of scores on the Advanced Placement examinations administered by the College Entrance Examination Board. Students who have obtained scores of **four** or **five** will automatically be awarded credit. Scores of **three** are recorded on the student's permanent transcript and are referred to the faculty of the appropriate discipline for recommendations concerning credit. Applicants who seek advanced placement should have examination results sent to the Dean of Admissions.

COLLEGE LEVEL  
EXAMINATION PROGRAM

Course credit will also be awarded on the basis of scores received on the College Level Examination Program (CLEP). Credit is awarded only for the following:

EXAMINATION	SCALED SCORE FOR MAXIMUM AWARDING SEMESTER	
	CREDIT	CREDIT
Algebra-Trigonometry	55	4 hours
American Government	55	4 hours
American History I	55	4 hours
American History II	55	4 hours
American Literature	55	4 hours
Biology	55	8 hours
Chemistry	55	8 hours
College Composition	55	8 hours
Educational Psychology	55	4 hours
General Psychology	55	4 hours
Introductory Accounting	55	4 hours
Introductory Calculus	55	8 hours
Introductory Economics	55	8 hours
Introductory Sociology	55	4 hours
Western Civilization I	55	4 hours
Western Civilization II	55	4 hours

CLEP results should be sent to the Dean of Admissions.

INTERNATIONAL STUDENT  
ADMISSION

Eckerd College enrolls students from approximately thirty-seven countries. Some are native speakers of English; many are not. In all cases, the Admissions and Scholarship Committee gives special attention to the evaluation of students who have completed their secondary education abroad. Candidates whose native language is not English should submit the TOEFL scores in lieu of SAT or ACT scores. Ordinarily international students will not be admitted unless they score a minimum of 550 on the TOEFL exam and/or complete level 109 instruction in the English Language Services (ELS) program.

APPLICATION PROCEDURE FOR  
INTERNATIONAL STUDENTS

1. Complete and return the application form with an application fee of \$15 (non-refundable) at least three months prior to the desired entrance date.
2. Request that official secondary school records be sent to us. We will need to receive an explanation of the grading system.

3. Transfer applicants should submit official university records with an explanation of the grading system.
4. Results of the Test of English as a Foreign Language (TOEFL) for non-native students of English should be submitted. Others are urged to take SAT or ACT.
5. Complete a certified statement of financial responsibility indicating that adequate funds are available to cover educational costs.

INTERNATIONAL DIPLOMAS

The following international diplomas are accepted for consideration of admission with advanced standing:

**The General Certificate of Education of the British Commonwealth.** Students with successful scores in at least three "O" levels and two "A" levels may be considered for advanced placement.

**The International Baccalaureate Diploma** may qualify a candidate for placement as a Sophomore.

READMISSION OF STUDENTS

If you have previously enrolled at Eckerd College and wish to return you should write or call the Dean of Students office. It will not be necessary for you to go through admission procedures again. However, if you have been enrolled at another college or university you will need to submit a transcript of courses taken there.



# FINANCIAL AID

All students accepted for admission to Eckerd College who are U.S. citizens or permanent residents are eligible to receive aid if they demonstrate financial need. For institutional awards priority is given on the basis of grades, test scores, recommendations, and special talents. Most students receive an "aid package" consisting of scholarship, grant, loan, and campus employment. In many cases, the financial aid package offered to a student may reduce out-of-pocket tuition payment to less than would be paid at a state college or university. Eckerd College is nearly always able to help a student develop financial plans that will make attendance possible.

## APPLICATION PROCEDURE FOR FINANCIAL AID

Decisions regarding financial assistance can be made immediately upon admission to the college, and receipt of the necessary financial aid credentials: Financial Aid Form (FAF) of the College Scholarship Service or the Family Financial Statement (FFS) of the American Testing Service.

Transfer students must submit a Financial Aid Transcript from each prior school regardless of whether aid was received. The forms may be obtained from the Eckerd College Financial Aid office and must be returned before an award may be released.

Any student who has resided in Florida for 24 consecutive months should complete and file an application for a Florida Student Assistance Grant. Application is made through the submission of the FFS or FAF by answering the appropriate Florida questions.

Many of the sources of financial aid administered by Eckerd College are controlled by governmental agencies external to the college. Examples of programs of this type are Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Florida Student Assistance Grants (FSAG), Florida Tuition Voucher, Guaranteed Student Loans, National Direct Student Loans (NDSL), and the College Work Study Program (CWSP). To receive a current pamphlet concerning these programs, write or contact the Office of Financial Aid, Eckerd College, St. Petersburg, Florida 33733 for the most current information concerning these programs.

To be considered for any financial aid through Eckerd College, whether the merit awards listed in this catalog or any other need-based assistance from the college or federal and state governments, it is necessary that you submit an American College Testing Family Financial Statement (FFS) or the College Scholarship Service Financial Aid Form (FAF). These forms are available in the guidance department of the school you are currently attending. It is important to mail the FFS or FAF by **March 1**. Indicate on the form that a copy of the analysis be sent to Eckerd College, check the appropriate boxes for Pell Grant and FSAG, and include the fee as indicated.

## FINANCIAL AID STANDARDS OF SATISFACTORY PROGRESS

Certain financial aid programs require special academic achievements for renewal as follows:

### 1. Institutional

#### 2.0 Cumulative GPA

Church and Campus  
Eckerd College Grant  
Faculty Tuition Remission  
Ministerial Courtesy  
Special Talent

#### 3.0 Cumulative GPA

Eckerd College Honors  
National Merit Special Honors  
Thomas Presidential Scholarship

#### 3.2 Cumulative GPA

Selby Scholarship

### 2. Florida Programs

- a. Florida Academic Scholars: 3.2 Cum. GPA and 24 semester hours per year; up to eight semesters
- b. Florida College Career Work Experience Program; 2.0 Cum. GPA
- c. Florida Student Assistance Grant: 2.0 Cum. GPA and 24 semester hours per year; up to eight semesters.
- d. Florida Tuition Voucher: 2.0 Cum. GPA; up to eight semesters.
- e. Florida Teacher Scholarship Loan (for students planning to become elementary and secondary school teachers): 3.0 Cum. GPA and 24 semester hours per year; up to four semesters.
- f. Florida "Chappie" James Teacher Scholarship Program (for students planning to become elementary and secondary teachers): 3.0 Cum. GPA and 24 semester hours per year; up to eight semester hours.



In addition, all financial aid recipients must abide by Eckerd College's satisfactory academic progress standards to continue receiving assistance. If you are placed on probation by the Academic Review Committee you will automatically be placed on financial aid probation, but may continue receiving assistance. If you are dismissed by the Academic Review Committee, you may no longer receive assistance. Guidelines concerning probation, dismissal and reinstatement are outlined in this catalog in the section entitled "Standards of Satisfactory Academic Progress." Appeals to financial aid probation and dismissal may be addressed to the Financial Aid Appeals Committee which will act in consultation with the Academic Review Committee.

## ECKERD COLLEGE SCHOLARSHIP PROGRAMS

### PRESIDENTIAL SCHOLARSHIPS

The Thomas Presidential Scholarships are a recognition of outstanding merit without regard to financial need. Each year twenty Freshmen are selected to receive a \$6,000 scholarship, renewable each year for a total of \$24,000 if the student maintains a 3.0 grade point average. Students in the top 20 percent of their high school are encouraged to apply. Selection criteria for this award include academic achievement, creative talent and character. Application deadline is **March 1**. A separate application is required and is available on request.

### SPECIAL HONORS SCHOLARSHIPS

The Special Honors Scholarship Program provides fifty full tuition awards to finalists and semifinalists in the National Merit, National Achievement, and National Hispanic Scholarship Programs. The value of this award is in excess of \$7,500 per year, and in excess of \$30,000 for four years if the student maintains a 3.0 grade point average. A student designated a semifinalist in one of these programs should make application for admission to Eckerd College no later than **March 1**.

### HONORS SCHOLARSHIPS

The Honors Scholarships seek to recognize the forty most outstanding applicants for admission (Freshmen and transfers). Scholarship

finalists will be selected from among all applicants for admission without regard to financial need. A student receiving an Honors Scholarship may receive up to \$4,200 yearly. The scholarship is renewable if the student maintains a 3.0 grade point average. No separate application is required; however, for priority consideration students should apply for admission no later than **March 1**.

### SPECIAL TALENT SCHOLARSHIPS

The Special Talent Scholarships provide recognition and encouragement to students who have excelled in a particular area of endeavor. All students accepted for admission are eligible to compete for these scholarships. Awards will be made on the basis of outstanding talent or achievement in any of the following areas:

1. Achievement in math, science, English, social studies, behavioral sciences, foreign languages or any specific area of academic pursuit.
2. Special talent in the creative arts — music, theatre, art, writing, etc.
3. Special achievement in international education, including participation in AFS or Rotary student exchange programs.
4. Demonstrated leadership and service in student, community or church organizations.
5. Special talent in men's or women's athletic competition.

Special Talent Scholarship winners may receive up to \$3,400 yearly. The scholarship is renewable for students with a 2.0 cumulative grade point average following formal recommendation by those qualified to evaluate the appropriate special talent. No separate application is required but for priority consideration students should apply for admission prior to **March 1** and submit the following:

1. Financial Aid Form (FAF), or Family Financial Statement (FFS).
2. Letter of recommendation from teacher, advisor or coach directly involved in student's achievement area.
3. Additional materials the student wishes to submit in support of his or her credentials.

## CHURCH AND CAMPUS SCHOLARSHIPS

The Church and Campus Scholarships are a recognition of merit for fifty new Presbyterian students per year who have been recommended by their pastor and possess traits of character, leadership and academic ability which in the pastor's opinion demonstrate the promise to become outstanding Christian citizens — either as a lay person or a minister. Students recommended by their pastor who become recipients of a Church and Campus Scholarship will receive a grant up to \$2,400 to be used during the Freshman year. The award is renewable annually on the basis of demonstrated academic, leadership and service achievement, and a cumulative grade point average of at least 2.0. This award is not based on financial need. Scholarship winners may apply for supplemental financial aid. More scholarship details and nomination forms are available on request.

## ENDOWED SCHOLARSHIPS

Endowed scholarship funds have been established by the gifts of those listed below or by the gifts of others in their honor.

**Elza Edwin and Gretchen R. Artman**, established in 1969.

**Margaret S. Bach Memorial**, established in 1984, awarded annually to an outstanding student from Florida whose residence is in Escambia, Santa Rosa, Okaloosa or Walton counties.

**W. Frank and Jo Byars**, established in 1983, awarded annually to outstanding students selected on the basis of academic ability, leadership, and service.

**Paul and Grace Creswell Memorial**, established in 1962.

**Carl Peter Damm Memorial**, established in 1963.

**Betty Jane Dimmitt Memorial**, established in 1983, two scholarships awarded annually to a Junior and Senior majoring in the fine arts.

**Jack Eckerd**, established in 1984.

**Kennedy Eckerd Athletic**, established in 1973, awarded annually to selected scholar athletes.

**Robert B. Hamilton**, established in 1959, awarded annually to a student with financial need.

**Ben Hill Griffin, Jr.**, established in 1982, five scholars named annually on the basis of strong academic achievement and leadership skills.

**Home Federal Bank**, established in 1983, awarded annually to a Junior or Senior majoring in management.

**Hope Presbyterian Church**, established in 1962.

**Lowery Howell Memorial**, established in 1975.

**Robert A. James Memorial**, established in 1983, awarded annually to an incoming Freshman with outstanding academic ability, leadership skills, and exceptional performance in either tennis, golf, or cross-country.

**Howard M. Johnson**, established in 1975, awarded annually to outstanding needy students.

**Max Klarin Memorial**, established in 1985.

**Oscar Kreutz**, established in 1984, awarded annually to students who are members of First Presbyterian Church, St. Petersburg.

**Fanny Knistrom**, established in 1974.

**Al Lang and Katherine Fogan Lang**, established in 1959, partial scholarships awarded annually to students from the St. Petersburg area who show exceptional promise and demonstrate financial need.

**Margaret Fahl Lofstrand Memorial**, established in 1976, awarded annually to outstanding female students.

**Frida B. Marx Memorial**, established in 1984, annual award to student designated by Delta Phi Alpha, German honorary fraternity, for overseas study in Germany.

**Emily A. and Albert W. Mathison**, established in 1960, awarded annually on the basis of academic achievement, character, and financial need with preference given to students from outside of Florida, including international students.

**Margaret Curry May**, established in 1964.

**Alfred McKethan**, established in 1985, provides four annual scholarships to two outstanding Juniors and Seniors, chosen on the basis of academic performance, Christian character, and evidence of leadership.

**George F. and Asha W. McMillan**, established in 1959, awarded annually to a pre-ministerial student.

**Glenn W. Morrison Memorial**, established in 1969, awarded annually to a music student selected by the music discipline.

**Dominick J. and Maude B. Potter**, established in 1978, awarded annually to outstanding students from high schools in St. Petersburg who demonstrate financial need.

**R. A. Ritter**, established in 1968, awarded annually to a son or daughter of an employee of the Ritter Finance Company of Wyncote, Pennsylvania; otherwise to a student from Pennsylvania.

**Kathleen Anne Rome**, established in 1971, awarded annually to science students on the basis of scholastic aptitude, financial need, and compassion for humanity.

**Eugene Sitton**, established in 1985, provides annual scholarships for outstanding student athletes.

**Edna Sparling**, established in 1976.

**Frances and Gus Stavros**, established in 1985, provides an annual scholarship to a student chosen on the basis of academic performance and character.

**Ruth and Robert Stevenson**, established in 1967.

**Thomas Presidential**, established in 1973 by Mrs. Mildred Ferris, awarded annually on a competitive basis to the 20 most outstanding entering Freshmen.

**William Bell Tippetts Memorial**, established in 1960.

**J.J. Williams, Jr.**, established in 1959 by Mr. and Mrs. J.J. Williams, Jr. to support candidates for the Presbyterian ministry.

**Ross E. Wilson**, established in 1974.

**John W. Woodward Memorial**, established in 1967, awarded annually with preference given to students from Gadsden County, Florida.

**Bruce R. Zemp Memorial Honors**, established in 1983, awarded annually to a Junior majoring in management.

## SCHOLARSHIPS SUPPORTED BY ANNUAL GIFTS AND GRANTS

**Alumni**, established in 1982 by contributions from alumni, and allocated by the Board of Trustees for scholarship purposes.

**Barnett Bank**, established in 1985, provides four annual scholarships with preference for business or related programs with interest in banking.

**W. Paul Bateman**, established in 1978, provides annual scholarships for outstanding male students.

**Conn Memorial Foundation**, established in 1973, annual awards based upon character, academic standing, and financial need.

**Clearwater Central Catholic High School**, established in 1981, annual awards to outstanding graduates of Central Catholic High School in Clearwater, Florida, made possible through gifts of an anonymous donor.

**Florida Foundation of Future Scientists**, awarded annually to the winners of the Florida State Science and Engineering Fair who enroll at Eckerd College.

**Frueauff Foundation**, established in 1985.

**Hans Koch Memorial**, established in 1985, provides annual scholarships to a management major.

**Rotary Club of West St. Petersburg**, established in 1973.

**Helena Rubenstein Foundation**, established in 1972, awarded annually to an outstanding female science student.

**Selby Foundation**, established in 1968, awarded annually to outstanding students from the State of Florida, with preference given to residents of Sarasota and Manatee Counties.

**Milton Roy Sheen Memorial**, established in 1960, awarded annually with preference given to sons or daughters of employees of the Milton Roy Company.

**Thomas A. Watson**, established in 1982, awarded annually to an outstanding minority student from the Ft. Wayne, Indiana area.

## GRANT PROGRAMS

Grants are non-repayable awards made to students on the basis of specific criteria or skills within the limits of demonstrated financial need. Two important sources of grant funds are the federal government and state governments.



## PELL GRANTS

These grants are awarded from federal funds by the Office of Education. Awards are based upon need and range from approximately \$200 to \$2,100 depending on federal funding. Application is made through the submission of the FAF or FFS by checking the **Pell** box. The student will receive the Pell Student Aid Report at the student's home, and must submit the Student Aid Report to the Financial Aid office. The student's account will then be credited for the amount of the student's eligibility.

## SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

These grants are awarded from federal funds and administered by the college. They are limited at Eckerd College to students with exceptional financial need. Application is made through the submission of the FAF or FFS form.

## OTHER SOURCES OF AID

### SOCIAL SECURITY BENEFITS

Inquiries relating to Social Security benefits should be directed to the student's local Social Security Office. The Office of the Registrar will submit enrollment certificates issued by the Social Security Administration for eligible students, providing the student registers as full-time. **It is the student's responsibility to notify the Social Security Administration when enrollment ceases to be full-time.**

### VETERANS' BENEFITS

Eckerd College is approved for the education and training of veterans, service members, and dependents of veterans eligible for benefits under the G.I. Bill. Students who may be eligible for V.A. benefits are urged to contact their local V.A. Office as soon as accepted by the college, and must file an application for benefits through the Office of the Registrar. No certification can be made until the application is on file. Since the first checks each year are often delayed, it is advisable for the veteran to be prepared to meet all expenses for about two months. There are special V.A. regulations regarding independent study, audit course, standards of progress, special student enroll-

ment, dual enrollment in two schools, and summer enrollment. **It is the student's responsibility to inquire concerning special regulations and to report any change in status which affects the rate of benefits.**

## FLORIDA STUDENT ASSISTANCE GRANTS

The Florida Student Assistance Grants (FSAG) are awarded on the basis of demonstrated financial need to two-year residents of Florida who attend college in the state. These grants may range up to a maximum of \$1,200, depending on the demonstrated need of the applicant and the availability of funds. For renewal the recipient must earn a 2.0 cumulative grade point average and complete 24 credit hours during the prior academic year. Application is made through the submission of the FAF or FFS by answering the Florida section and enclosing the appropriate fee.

## TUITION EQUALIZATION VOUCHER

The Tuition Equalization Voucher program was established by the State of Florida for residents of the state who enroll in private colleges or universities in Florida. The program provides up to \$750 per year regardless of financial need to help defray the cost of tuition at Eckerd College. To qualify, a student must have resided in Florida for at least two years and must maintain a 2.0 cumulative grade point average. An application upon enrollment must be submitted to the Financial Aid office.



## **COLLEGE LEVEL ACADEMIC SKILLS TEST**

In order to be eligible to receive financial aid as Juniors and Seniors under programs funded by the State of Florida (Florida Student Assistance Grants, Tuition Equalization Vouchers, etc.), students who are Florida residents must pass the College Level Academic Skills Test (CLAST) by the end of the Sophomore year. More detailed information about CLAST is available from the Career Services office.

## **ECKERD COLLEGE GRANTS**

These grants are available to students who rank in the upper one-half of their graduating class and demonstrate financial need. Achievement in various curricular and co-curricular activities is considered. Special consideration is given to the sons and daughters of Presbyterian ministers or missionaries in recognition of the institution's Presbyterian heritage and relationships. Renewal of Eckerd College Grants requires a 2.0 cumulative grade point average.

## **LOAN PROGRAMS**

Many families whose current income and savings are not sufficient to finance college expenditures borrow funds through low interest educational loans to supplement their financing plans.

## **GUARANTEED STUDENT LOANS**

Guaranteed student loans are available from local banks and lending agencies. Depending upon eligibility, students may borrow up to \$2,500 per year not to exceed \$12,500 in their undergraduate work for educational expenses. Students must submit a FAF or FFS, or GSL Needs Test Form to establish eligibility according to the current federal guidelines for family income. The interest is eight percent for new borrowers, and new borrowers have a six months grace period following termination of at least half-time school attendance before repayment must begin. Repayment following the termination of the grace period will be at least \$50 per month and no longer than ten years. Deferment from payment is allowed for the return to school full-time or for other specified conditions. Families interested in the program should contact the Financial Aid

office or their local banker for a loan application and current information. The processing of guaranteed student loan applications requires twelve to sixteen weeks.

## **NATIONAL DIRECT STUDENT LOANS**

The National Direct Student Loan program is administered by the college from federal and college funds. To qualify for a NDSL, the student must apply to the college and demonstrate financial need. No interest will accrue until the beginning of the repayment period, six months following termination of at least half-time school attendance. Interest charges during the repayment period are only five percent per year on the unpaid balance.

## **PLUS LOANS**

Under this program parents may borrow up to \$3,000 per year to a total of \$15,000 for each child who is enrolled at least half-time. A separate application is required for submission to your lending institution. The interest rate is 12 percent and repayment begins within sixty days of receipt of the proceeds of the loan. Independent students or parents of students who do not qualify for the GSL because of family income limitations usually qualify for the PLUS Loan. Additional information and applications are available in the Financial Aid office.

## **MONTHLY PAYMENT PROGRAMS**

Monthly payments may be arranged by the family through one of four different companies. Contact the Financial Aid office, Eckerd College for current information.

## **INSTITUTIONAL LOANS**

Eckerd College has limited loan funds available, usually for temporary emergency situations. For details, contact the Financial Aid office.

## **CHURCH, CIVIC, AND BUSINESS SCHOLARSHIPS**

In many local communities, scholarships are provided each year by various church, civic and business organizations to children of members, citizens, and employees.

## EMPLOYMENT

The Career Services office assists students in finding part-time employment on or off campus. Preference is given to students who demonstrate financial need. Campus employment opportunities include work as a clerk or secretary, a food service employee, a custodian or maintenance worker, lifeguard, or a laboratory assistant. Information on off-campus jobs is available through the Career-Services office.

## COLLEGE WORK-STUDY PROGRAM

Students may qualify for this program on the basis of need by submitting an FAF or FFS, and may work on-campus seven to ten hours per week at the current minimum wage.

## FLORIDA COLLEGE CAREER WORK EXPERIENCE PROGRAM

A student who is a Florida resident enrolled full-time and who demonstrates need may qualify for this work program. Jobs are available on and off campus and must be career related. Wages and hours may vary; the State of Florida will reimburse the student's employer for fifty percent of the wages. The Career Services office will assist with placement and with the completion of a special contract.

## RENEWAL CRITERIA

Financial aid to a student at Eckerd College may be renewable on an annual basis. All Eckerd College grants and most aid from other sources require a minimum cumulative grade point average of 2.0 for renewal. A need analysis must be completed each year prior to **March 1** for the following academic year. All students who are eligible to return for a subsequent year (except international students requiring I-20 forms) are eligible for consideration for need-based financial aid. Awards from all sources may vary from year to year based upon criteria established by the college and other private or public agencies. Appeals for financial aid awards may be made in writing to the Financial Aid Appeals Committee.

## EXPENSES

Eckerd College is a private, non-tax-supported institution. Tuition and fees pay only a portion (approximately 62 percent) of the educational costs per student. Thanks to the support of donors, the balance of costs is paid from endowment income and gifts from individuals, the Presbyterian Churches, and various corporations.

The following schedules list the principal expenses and regulations concerning the payment of fees for the academic year 1986-87. All fees and expenses listed below are those in effect at the time of publication of the catalog. They are subject to change by the action of the Board of Trustees. When such changes are made, notice will be given as far in advance as possible.

## COMPREHENSIVE CHARGES

The annual fees for full-time students for the 1986-87 academic year include two semesters and one short term (autumn term for Freshmen, winter term for upperclassmen).

	Resident	Commuter
Tuition .....	\$ 8,100 <sup>1</sup>	\$ 8,100
Room and Board .....	3,020 <sup>2</sup>	
Total	\$11,120	\$ 8,100

<sup>1</sup>The full-time tuition fees cover a maximum of ten (10) course registrations plus one short term during the academic year provided that no more than five courses are taken per semester. Students registering for more than five courses per semester or ten courses per year plus a short term course will be charged an additional tuition of \$880 per course. A student registering for a year-long course may register for six courses in one semester and four in the other with no additional charges.

<sup>2</sup>Students with home addresses outside the immediate vicinity of the college are requested to live on campus. Exceptions to the requirement may be made with the approval of the Director of Housing. Since resident students are required to participate in the board plan, all resident students will be charged for both room and board.

A Students' Organization Fee of approximately \$110 per academic year is collected in addition to the above charges. Cost of books and supplies will be approximately \$350.

## TUITION AND TERM FEES

Tuition (full-time) per semester:	\$3,610
Tuition, autumn or winter term:	\$ 880
Students' Organization Fee, per year:	\$ 110

## ROOM AND BOARD

Room	Fall and short term	Spring
Double occupancy, each	\$ 715	\$ 555
Double room		
single occupancy	1,430	1,110
Single room	1,025	735

Base room rate (\$715 and \$555) has been included in Comprehensive Charges. Charges above the base rate for single occupancy of double room or for single room will be added to Comprehensive Charges.

Room Damage Deposit: \$27.00 This deposit is required in anticipation of any damage which may be done to a dormitory room. If damage is in excess of the deposit, the balance will be charged to the student's account. Any balance left of the deposit will be refunded to the student upon leaving college.

Board	Fall and short term	Spring
21 meal plan:	\$980	\$770
15 meal plan:	895	705
10 meal plan:	790	625

## FEE FOR PART-TIME STUDENTS

Tuition per course:	\$880
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Students are considered part-time when they enroll for fewer than three courses per semester.

## OVERLOAD FEE

Tuition per course:	\$880
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Fee for students enrolling in more than five courses per semester or ten courses per year plus a short term.

## AUDITOR'S FEE

Tuition per course (no credit or evaluation)	\$230
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Full-time students may audit courses without fee with the permission of the instructor.

## FEES FOR SPECIAL PRIVILEGE

Late payment after registration day:

Amount of Unpaid Fees	If Paid	Late Charge
0-\$100	Within 30 days after registration day	0
0-\$100	After 30 days from registration day	\$50
\$101-\$1,000	After registration day	\$50
Over \$1,000	After registration day	\$100

Late preregistration \$30.

Late physical examination (for new students who have not had physical examination by registration day): \$50.

## MISCELLANEOUS FEES

**Acceptance Fee** (new students): \$100.

A fee required of new students upon acceptance by Eckerd College. This fee is not refundable and will be applied against the comprehensive charge.

**Accident Insurance** (optional): to be announced.

An extension of accident insurance to 12 months (nine months is included in comprehensive charges). This may be purchased without health insurance.



**Application Fee** (new students): \$15.

This fee accompanies the application for admission submitted by new students.

**Credit by Examination Fee:** \$460.

A fee for an examination to determine proficiency in a particular subject to receive course credit.

**Health Insurance** (optional): to be announced

Full twelve months of health insurance is available to all students upon completion of forms. The full twelve months of accident insurance is mandatory for all students desiring health insurance and is included in this fee.

**Lost Key Fee:** \$30.

Resident students are issued keys to their rooms. The fee for replacing a lost key is \$30.

**Orientation Fee** (Freshmen only): \$40.

This fee partially covers the additional cost of special orientation activities provided for Freshmen.

**Readmission Fee:** \$25.

This fee is required for each student returning for the succeeding academic year in order to hold the student's place in the next entering class and to reserve a room for each resident student. The fee will be applied against the comprehensive charge.

**Re-Examination Fee:** \$115.

A fee for a re-examination of course material.

**Transcript Fee:** \$2.

After an initial free transcript there is a \$2 charge per transcript.

**Transfer Students Orientation Fee:** \$10.**Applied Music Fees:**

These fees apply even though music lessons are not taken for credit, and are fees in addition to regular tuition charges.

	<b>Semester</b>	<b>Year</b>
One hour per week	\$310	\$620
One half hour per week	\$155	\$310

**STUDENT INSURANCE**

Each full-time student is automatically covered by group accident insurance for the academic year (nine months) at no additional cost to the parents of the student. An extension of this accident insurance to cover the additional three-month period of the summer is available at a premium to be announced. An optional health-sickness policy is available, which would cover a twelve-month period. However, if the health-sickness policy is subscribed to for the period, it is compulsory to subscribe to the accident extension insurance for the additional summer three months at a fee to be announced for the combination. This is strongly recommended for all students and required for international students. The intent of this coverage is to supplement student's family policy coverage. Parents are advised to check any off-premise coverage for fire or theft that may be provided under their own policies.

**HEALTH AND ACCIDENT INSURANCE FOR INTERNATIONAL STUDENTS**

Occasionally international students, while studying at Eckerd College, will require medical attention through local doctors, hospitals and clinics. To protect our international students from large medical bills while they are students at Eckerd, we require that all international students subscribe to a Health and Accident Insurance Policy. The cost of this insurance policy is \$65 per year.\* The cost will be added to the college bill of the international student, and will be due and payable at the time of registration at Eckerd College. The coverage available through this policy protects the student for the full twelve months of the calendar year. The policy premium must be paid at registration for the first term at which the student arrives at Eckerd College, and then at registration for each subsequent fall semester.

\*This amount is subject to change.

**METHODS OF PAYMENT**

Students should come prepared to pay all charges on the day of registration or should have payments from home mailed to reach the Eckerd College business office at least **two weeks** prior to the date of registration. No student shall be permitted to register for a given semester until all indebtedness for prior terms has been paid in full.



Students who have unpaid bills at the college are subject to dismissal from the college and, as long as such payments remain unpaid, may not receive transcripts of credit or any diploma. Eckerd College does not have a deferred payment plan. Students desiring monthly payment plans must make arrangements through one of the following companies.

American Management Services, Inc.  
1110 Central Avenue  
Pawtucket, Rhode Island 02861

Education Funds, Inc.  
EFI — Fund Management Corporation  
Presidential Plaza, Suite 3200  
Chicago, Illinois 60601

Insured Tuition Payment Plan  
Attention: R.L. Bounds, C.L.U.  
1100 Universal Marion Building  
21 West Church Street  
Jacksonville, Florida 32202

The Tuition Plan, Inc.  
Concord, New Hampshire 03301

All arrangements and contracts are made directly between the parent and the tuition financing company.

**POLICY ON REFUNDS**

Students withdrawing within 25 days of the first class of any semester for reasons approved by the college will receive tuition refunds for that semester as follows:

- Within 7 days ..... 75%
- Within 15 days ..... 50%
- Within 25 days ..... 25%
- After 25 days ..... no refund

Students withdrawing within 15 calendar days of the first class day of any short term (autumn term or winter term) will receive tuition refunds for that term as follows:

- Within 7 calendar days ..... 50%
- Within 15 calendar days ..... 25%
- After 15 days ..... no refund

Room charges for resident students are not refundable. Unused portion of meal tickets will be refunded on a pro-rata basis.

Whenever a student is required to withdraw because of unsatisfactory conduct, no refund will be made.

No refunds will be made to withdrawing students until the withdrawal process is completed.

**WITHDRAWAL AND REFUND OF AID TO FEDERAL AND ECKERD COLLEGE FINANCIAL AID ACCOUNTS**

If a student's withdrawal from Eckerd College results in cancelled charges of tuition, fees, or meals and if financial aid has been used to pay all or any portion of the charges, the federal financial aid programs from which the funds were awarded will be refunded first according to federal regulations. Also, if a student withdraws at any time during a semester, all Eckerd College grants/scholarship funds will be restored 100 percent to the college accounts. The above policies may result in a financial obligation which is payable at the time of withdrawal.

Each student who withdraws must contact the Eckerd College Student Loan office to finalize any institutional loan or financial obligation.





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# CALENDAR OF EVENTS 1986-87

## AUTUMN TERM

Fri., Aug. 8  
Sat., Aug. 9  
Mon., Aug. 25

Thurs., Aug. 28  
Fri., Aug. 29  
Sat., Aug. 30

## FALL SEMESTER

Sun., Aug. 31  
Tues., Sept. 2  
  
Wed., Sept. 3  
Wed., Sept. 10  
Fri., Sept. 12  
Thurs.-Fri., Oct. 9-10

Fri., Oct. 24

Mon.-Wed., Nov. 3-5

Thurs.-Fri., Nov. 27-28  
Fri., Dec. 5  
Mon.-Fri., Dec. 8-12  
Sat., Dec. 13

## WINTER TERM

Mon., Jan. 5

Tues., Jan. 6  
Wed., Jan. 7

Thurs.-Fri., Jan. 29-30  
Fri., Jan. 30

## SPRING SEMESTER

Mon., Feb. 2

Tues., Feb. 3  
Thurs., Feb. 12  
Wed., Mar. 25

Sat., Mar. 28  
Mon., April 6  
Tues., April 7  
Thurs.-Fri., April 9-10  
Thurs., April 16  
Fri., April 17  
Tues.-Wed., April 21-22

Fri., May 15  
Mon.-Fri., May 18-22  
Sun., May 24  
Mon., May 25

## SUMMER TERM

June 1-July 24  
June 1-June 26  
June 29-July 24

Freshmen arrive. Financial clearance and registration before 3:00 p.m.  
Autumn term begins at 8:00 a.m.  
Completed Freshman preference sheets for fall semester courses are returned to Registrar  
Residence houses open at 9:00 a.m. for new students for fall semester  
Orientation for new students  
End of autumn term

Residence houses open to returning upperclass students at 9:00 a.m.  
Registration and financial clearance for fall semester, returning and new students  
Fall semester begins at 8:00 a.m.  
Opening Convocation  
End of drop/add period for fall semester courses  
All students fill out preference sheets for winter term and return them to the Registrar  
Last day to withdraw from fall semester courses with W grade, or change from audit to credit  
All students fill out preference sheets for spring semester courses and return them to the Registrar  
Thanksgiving holiday; no classes  
Last day of classes  
Examination period  
Christmas recess begins. Residence houses close at noon

Residence houses reopen at 9:00 a.m. Financial clearance for all new students. New student registration/orientation for winter term. **Returning students are not registered until they check in with Registrar**  
Winter term begins at 9:00 a.m. **All projects meet first day**  
Last day to enter winter term; end of drop/add period; last day to change project or withdraw from winter term with W grade  
First comprehensive examination period  
Winter term ends at 4:30 p.m.

New and returning students arrive. New student orientation. Financial clearance and registration for spring semester, all students  
Spring semester begins at 8:00 a.m.  
End of drop/add period for spring semester courses  
Last day to withdraw from spring semester courses with W grade, or change from audit to credit  
Spring recess begins. No classes. Residence houses close at 5:00 p.m.  
Residence houses reopen at 9:00 a.m.  
Classes resume at 8:00 a.m.  
Second comprehensive examination period  
Mentor conferences and contracts for 1987-88  
Good Friday; no classes  
All students fill out preference sheets for all semester courses, 1987 and return them to the Registrar  
Last day of classes  
Examination period  
Baccalaureate-Commencement  
Residence houses close at noon

Summer Term  
Session A  
Session B

# CALENDAR OF EVENTS 1987-88

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## AUTUMN TERM

Fri., Aug. 7  
Sat., Aug. 8  
Mon., Aug. 24

Thurs., Aug. 27  
Fri., Aug. 28  
Sat., Aug. 29

## FALL SEMESTER

Sun., Aug. 30  
Tues., Sept. 1

Wed., Sept. 2  
Wed., Sept. 9  
Fri., Sept. 11  
Thurs.-Fri., Oct. 8-9

Fri., Oct. 23

Mon.-Wed., Nov. 2-4

Thurs.-Fri., Nov. 26-27  
Fri., Dec. 4  
Mon.-Fri., Dec. 7-11  
Sat., Dec. 12

## WINTER TERM

Mon., Jan. 4

Tues., Jan. 5  
Wed., Jan. 6

Thurs.-Fri., Jan. 28-29  
Fri., Jan. 29

## SPRING SEMESTER

Mon., Feb. 1

Tues., Feb. 2  
Thurs., Feb. 11  
Wed., Mar. 23

Thurs., Mar. 26  
Tues., April 5  
Wed., April 6  
Thurs.-Fri., April 7-8  
Thurs. April 14  
Tues.-Wed., April 19-20

Fri., May 13  
Mon.-Fri., May 16-20  
Sun., May 22  
Mon., May 23

## SUMMER TERM

June 6-July 29  
June 6-July 1  
July 5-July 29

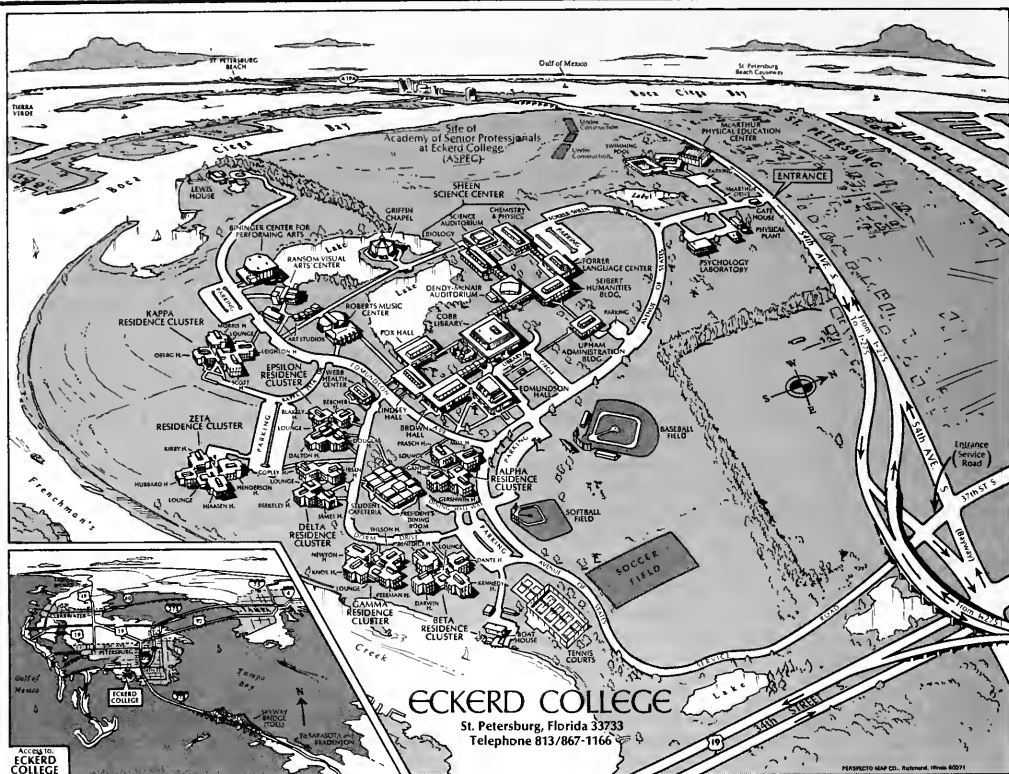
Freshmen arrive. Financial clearance and registration before 3:00 p.m.  
Autumn term begins at 8:00 a.m.  
Completed Freshman preference sheets for fall semester courses are returned to Registrar  
Residence houses open at 9:00 a.m. for new students for fall semester  
Orientation for new students  
End of autumn term

Residence houses open to returning upperclass students at 9:00 a.m.  
Registration and financial clearance for fall semester, returning and new students  
Fall semester begins at 8:00 a.m.  
Opening Convocation  
End of drop/add period for fall semester courses  
All students fill out preference sheets for winter term and return them to the Registrar  
Last day to withdraw from fall semester courses with W grade, or change from audit to credit  
All students fill out preference sheets for spring semester courses and return them to the Registrar  
Thanksgiving holiday; no classes  
Last day of classes  
Examination period  
Christmas recess begins. Residence houses close at noon

Residence houses reopen at 9:00 a.m. Financial clearance for all new students. New student registration/orientation for winter term. **Returning students are not registered until they check in with Registrar**  
Winter term begins at 9:00 a.m. **All projects meet first day**  
Last day to enter winter term; end of drop/add period; last day to change project or withdraw from winter term with W grade  
First comprehensive examination period  
Winter term ends at 4:30 p.m.

New and returning students arrive. New student orientation. Financial clearance and registration for spring semester, all students  
Spring semester begins at 8:00 a.m.  
End of drop/add period for spring semester courses  
Last day to withdraw from spring semester courses with W grade, or change from audit to credit  
Spring recess begins. No classes. Residence houses close at 5:00 p.m.  
Residence houses reopen at 9:00 a.m.  
Classes resume at 8:00 a.m.  
Second comprehensive examination period  
Mentor conferences and contracts for 1988-89  
All students fill out preference sheets for fall semester courses, 1988 and return them to the Registrar  
Last day of classes  
Examination period  
Baccalaureate-Commencement  
Residence houses close at noon

Summer Term  
Session A  
Session B



Only from a campus visit can you judge if the school and your expectations “fit.”

Plan to take a campus tour, sit in on a class, visit with our professors and students, and take time to see the area.

Also, try to visit when classes are in session. Check the academic calendar before planning your visit. We ask only one thing of you: give us some advance notice of your arrival — a few days is fine. Call us or drop us a line — the Admissions staff will be happy to work with you.

The Admissions office is open from 8:30 a.m. to 5:00 p.m. on weekdays; from 9:00 a.m. to noon on Saturday; summer hours are weekdays 8:30 a.m. to 5:00 p.m.

For best results, please direct all correspondence prior to your acceptance to the Dean of Admissions.





## CORRESPONDENCE DIRECTORY

For prompt handling, please address inquiries as indicated below:

**Academic Affairs**    *Dean of Faculty*  
**Adult Programs**    *Dean of Special Programs*  
**Admissions**    *Dean of Admissions*  
**Alumni Relations**    *Director of Alumni Relations*  
**Business Affairs**    *Vice President for Finance*  
**Church Relations**    *Vice President for Church Relations*  
**Events at the College**    *Director of Public Relations*  
**Financial Aid to Students**    *Director of Financial Aid*  
**Financial Assistance to the College**    *Vice President for Development*  
**Payment of Fees**    *Student Accounts*  
**Student Housing**    *Director of Housing*  
**Student Interests and Counseling**    *Dean of Students*  
**Summer School**    *Coordinator, Summer School*  
**Transcripts, Grades, and Academic Achievement**    *Registrar*

Visitors are welcome to Eckerd College. The administration offices are open Monday through Friday from 8:30 to 5:00. Visitors desiring interviews with members of the staff are urged to make appointments in advance.

## ECKERD COLLEGE

4200-54th Avenue South, P.O. Box 12560, St. Petersburg, Florida 33733  
 Telephone (813) 867-1166

